

Analysis of the Application of Mixed Teaching Method in College English Teaching

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Abstract: With the development of globalization, English as a universal language, its importance is self-evident. In College English teaching, traditional teaching methods can no longer meet the needs of students and society, so it is urgent to carry out the reform of education and teaching. Mixed teaching method is different from traditional teaching method. It emphasizes the combination of the advantages of traditional teaching and digital network, and the use of new technological means to give full play to the guiding role of teachers to students, and stimulate students' initiative. As one of the important subjects, English is also an important criterion to measure talents. Therefore, it is necessary to strengthen English teaching in the process of classroom teaching. It is a new attempt to apply blended teaching to college English teaching. This paper makes a detailed analysis and summary of the current situation of College English classroom teaching and the application of blended teaching methods, and puts forward effective suggestions and suggestions for better application of blended teaching methods in College English classroom teaching.

1. Introduction

With the rapid development of information and network technology in modern society and the popularization and application of Internet + technology in various industries, the implementation of blended teaching method in College English teaching has a more mature environment. Mixed learning is a mode of learning and communication between teachers and students at any time and anywhere, both online and offline [1-2]. Since its birth, this hybrid, web-based learning model has been highly recommended by many experts and scholars in the field of education. With the sharp decrease of College English class hours, most art colleges are facing the dilemma of inefficient learning with the separation of learning from practice and learning from doing [3-5]. Networked teaching provides a large amount of learning resources for learners and improves teaching efficiency. However, E-learning can not completely replace the traditional classroom teaching. It lacks the intervention of teachers' emotional filtering factors, which makes the improvement of College English teaching effect not very obvious [6-7]. The process of language acquisition can only be realized by the coexistence of language input and language output environment. E-learning provides rich resources for language input of learners [8]. The process of language output needs the traditional classroom as an important place for language communication and interaction. Hybrid teaching mode is the inevitable outcome of the reflection on network course and the return of traditional classroom. It realizes the perfect connection between online teaching and offline teaching, and is the inevitable trend of College English teaching reform.

2. Hybrid Teaching Model

2.1 The concept and definition of hybrid teaching model

Nowadays, with the rapid development of modern information technology, great changes and ideological updates have taken place in all walks of life. In the field of education, a series of studies and discussions based on the concept of informationization have made a fundamental change in the concept of education. In particular, some senior experts and scholars in the field of education have carried out a series of research and Exploration on informationized network learning and put it into

practice. As early as more than a decade ago, the famous white paper on Educational Technology in the United States has made a detailed assessment of the implementation of online distance learning [9]. Although online teaching on the Internet can well solve some educational objectives, this mode of online distance teaching can never completely replace the traditional classroom teaching, let alone the fixed teaching mode in schools. Therefore, the idea and idea of hybrid learning, which combines traditional classroom teaching with network-based teaching, is gradually recognized and accepted by all and applied in teaching practice. The application pattern of blended learning is shown in Figure 1.

However, due to different understandings of hybrid teaching, many experts and scholars have different definitions of Hybrid Teaching Based on different research backgrounds and analysis perspectives. Because blended teaching is a new teaching idea put forward by the educational circles after the single network learning is not feasible, this blending can also be reflected in the teaching media, teaching theory, learning methods and other aspects. The mixed teaching method in this paper refers to a teaching mode that combines face-to-face traditional teaching mode with the application of Blue Moyun class based on network in College English teaching.

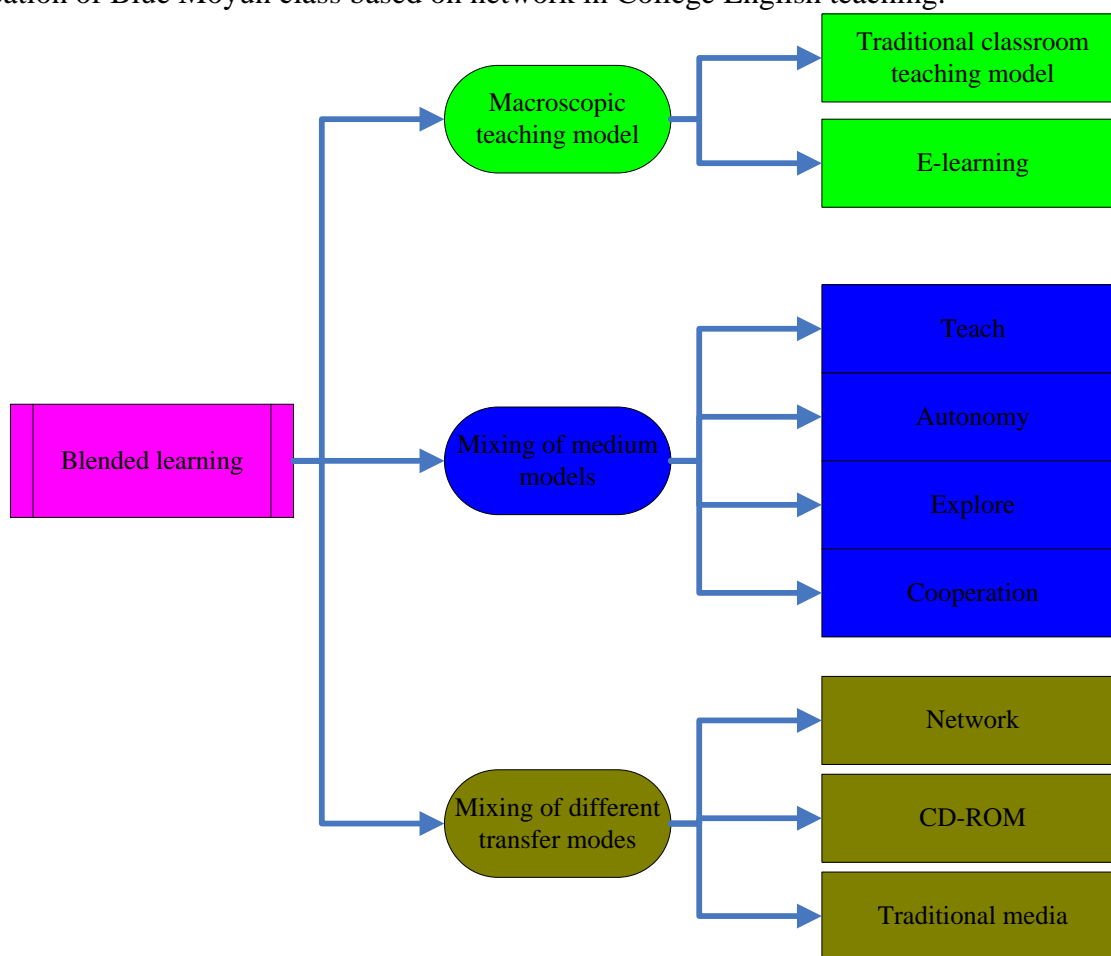


Figure 1 Application model of mixed learning

2.2 Research status of the application of mixed teaching model in college English teaching

Since the introduction of hybrid teaching, it has been highly recognized by the college English community, and has been studied and discussed in English teaching as a whole. Generally speaking, the mixed teaching mode is very suitable for college English teaching. This kind of teaching based on class, online and offline is more conducive to the improvement of College English teaching effect and learning efficiency than pure network teaching and traditional teaching. Especially, the effect of College English teaching is better than that of primary and secondary school English teaching [10]. Therefore, the application of mixed teaching model in College English teaching has very important practical significance and development prospects for improving teaching effect.

With the development of educational informationization, the hybrid teaching mode has attracted the attention of scholars. Foreign scholars have defined it from different perspectives, such as Smith, Hofmann and so on. They understand it from the mixed way, design concept and multi-dimensional. Domestic scholars pay little attention to the hybrid teaching mode. Professor Hork Kang first put forward this concept at the 2003 Global Conference on the Application of Chinese Computer Education. It can be seen that the hybrid teaching mode is the product of the information age. It combines the traditional classroom and E-learning with the teaching mode of “Mu-class” and “micro-class” which are born by modern information technology. Therefore, the mixed teaching mode is not based on a single theoretical basis, but on a mixture of various theories. Constructivism theory is one of its most solid theoretical bases. The teaching mode of “mixed learning” in English listening course is shown in Figure 2.

Constructivist learning theory was put forward by Piaget, a Swedish psychologist, by studying the law of children's cognitive development. The core of constructivism is “taking students as the main body”. Students actively explore their knowledge from experience. Their acquisition of knowledge is not passive accumulation, but the result of learners' active cognition. Student-centered, emphasizing “learning”, teachers only play the role of “scaffolding” in the whole learning process. In the mixed teaching mode, learners learn online independently through the network environment, accept knowledge actively, and then collaborate and inquiry learning in the form of Online + offline interaction, giving full play to learners' initiative and creativity, and cultivating learners' thinking ability. Thus, constructivist learning theory is the most basic theoretical basis of Hybrid Teaching model.

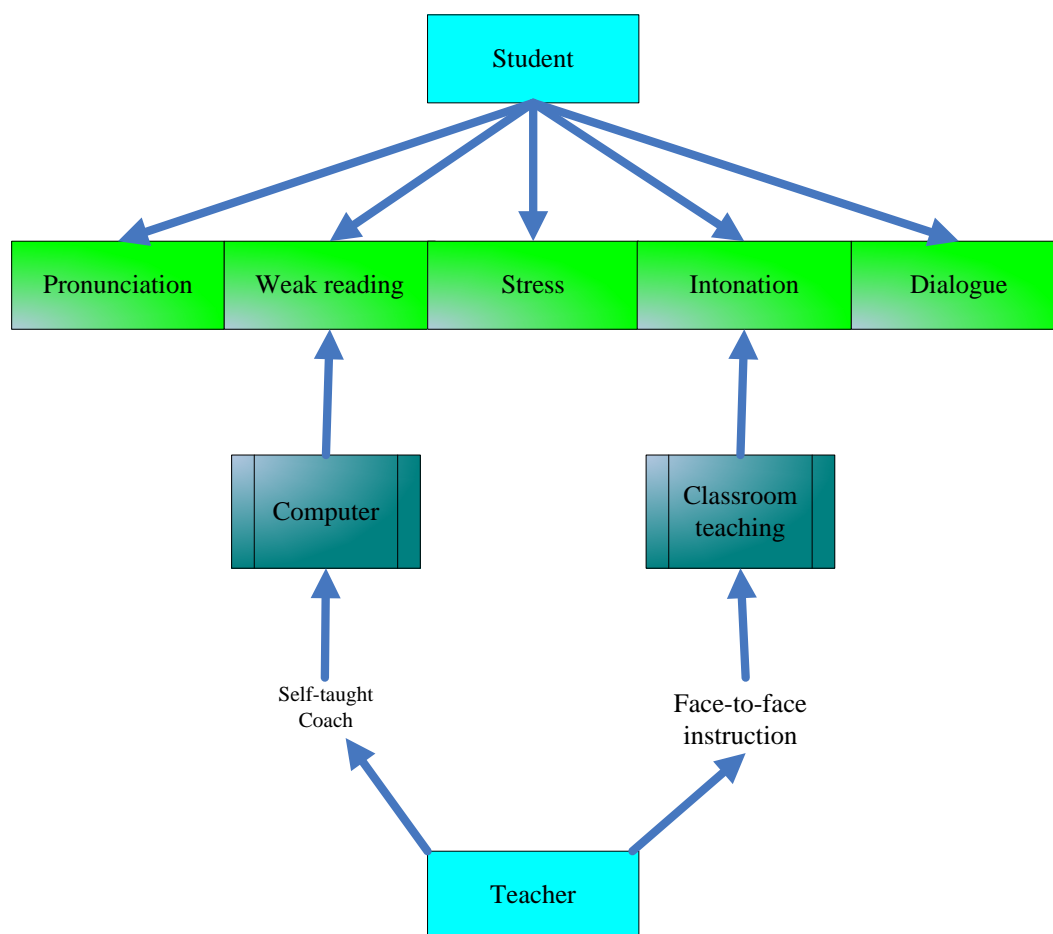


Figure 2 The teaching model of “mixed learning” in English listening course

3. The Application of Mixed Teaching Method in College English Classroom

(1) To further enhance the importance of Hybrid Teaching methods.

As far as the current college English teachers are concerned, many people have not paid enough

attention to the hybrid teaching method, and have not yet clearly recognized the importance of the hybrid teaching method, so the effective use and adjustment of this method will naturally be neglected in the actual classroom teaching process. With the rapid development of information technology, a hybrid teaching model has gradually emerged, which mainly refers to the combination of traditional teaching methods and digital teaching methods in the process of teaching. This is a breakthrough for the original “factory” teaching mode, which can implement teaching according to aptitude in a larger scope and to a greater extent. It is also one of the important ways to improve students' comprehensive quality and ability.

(2) Pay attention to the use of network teaching resources.

The most important thing in the application of mixed-room teaching method in College English classroom teaching is to make rational use of network teaching resources, which is also one of the most basic functions. The reason why the mixed teaching mode can give full play to more advantages is that this mode strengthens the use of network advantages and plays a positive role in promoting the internalization of students' knowledge. Therefore, in the design of English curriculum, we should strengthen the application of network teaching resources, which helps to diversify the teaching content, but also to develop more teaching resources. For example, some websites, APP, etc. can help students collect more learning materials, and at the same time, they also have rich visual and auditory information. They can further improve students' ability to apply English knowledge in listening, speaking, reading, writing and translation.

(3) Pay attention to the renewal and application of multimedia teaching equipment and network teaching facilities.

For the mixed teaching mode, multimedia teaching equipment and network teaching facilities are the basis and premise of its application. Without these facilities and facilities, it is difficult to improve students' comprehensive quality and ability by relying solely on the theory of teaching methods. At present, broadcasting, electronic whiteboard, display desk, projector and computer are widely used. With the continuous development of information technology, multimedia equipment has been in a state of constant updating, which greatly enriches the means of teaching. Therefore, schools should strengthen investment in this area, purchase and build more advanced equipment and network platforms, and strengthen the actual situation of their own colleges and universities, to better play the advantages and positive role of Hybrid Teaching methods.

(4) Pay attention to the combination of network teaching and face-to-face teaching mode.

Network teaching and face-to-face teaching mode is essentially what people call online and offline teaching. For face-to-face teaching mode, the teaching method is relatively single, and the advantages of network information technology can not be utilized. In order to effectively remedy the shortcomings and shortcomings in this respect, we can effectively combine the two teaching modes to achieve integrated teaching. In this way, teachers can better grasp the progress of students' learning, and can effectively make a better analysis and summary of the overall teaching effect, breaking through the traditional teaching mode. Only by strengthening the effective combination of network teaching and face-to-face teaching, and giving full play to the advantages of online and offline, can college English teaching be developed and improved in an all-round way.

(5) Further improve and optimize teaching feedback and teaching evaluation links.

In the mixed teaching mode, the most remarkable advantage and characteristic is to achieve personalized teaching, through the implementation of teaching according to aptitude, to promote the progress and development of each student. In order to better achieve this goal, we need to further improve and optimize the teaching feedback and teaching evaluation links. On the one hand, teachers can timely understand and master all aspects of students, and take timely measures to effectively solve problems if they find them. On the other hand, test means have been further enriched, focusing on the comprehensive application of multiple evaluation criteria. The judgement of students' ability is no longer just based on their achievements. Through the use of network information platform, it helps to improve the objectivity of students' comprehensive evaluation. College students' evaluation of the audition course is shown in Table 1.

Table 1 College students' evaluation of listening course

		Fully adapted	Basic adaptation	Rarely adapted	Not at all
Audition course	Number	95	202	24	5
	%	29.3	62.5	7.2	1.3
Traditional classroom teaching	Number	22	67	153	60
	%	7.1	22.2	51.1	19.9

(6) Further enrich the teaching content.

In College English teaching, the teaching content can no longer be confined to textbook knowledge, but needs a broader range of English learning and teaching content. While students' vision is enriched, they can also strengthen the application of relevant English knowledge and the mastery of language skills, so as to effectively improve students' comprehensive quality and ability.

4. Conclusion

Mixed teaching has shown great advantages in College English vocabulary teaching. It plays an important role in enriching students' vocabulary and improving their vocabulary memory. Mixed teaching combines the advantages of traditional teaching with multimedia technology, which not only improves students' learning enthusiasm, but also gives full play to students' learning subjectivity. It is an efficient teaching method. Although mixed teaching mode has been applied in English teaching in some universities and colleges, there are still some problems in many aspects, which seriously restrict its positive role. Therefore, in order to effectively solve this problem, we need to further improve the importance of Hybrid Teaching methods, pay attention to the renewal and application of multimedia teaching equipment and network teaching facilities, pay attention to the combination of network teaching and face-to-face teaching mode, and further improve and optimize teaching feedback and teaching evaluation links. Only in this way can we give full play to the advantages of the mixed teaching method, improve the quality and level of College English teaching, promote the improvement of students' comprehensive quality and ability, cultivate high-quality comprehensive talents for the society, and promote social development and progress.

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