

Research on the Practical Effect of "Three-Dimensional Integration" Implicit Course Teaching Design in College English Based on the Network Hybrid Model

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Abstract: The teaching reform emphasizes the introduction of network-assisted instruction and the integration of computer network and traditional classroom besides the traditional classroom teaching. It can arouse students' strong thirst for knowledge and interest in learning, and cultivate healthy personality. Hybrid teaching combines the advantages of traditional learning methods with modern media learning methods such as the Internet, and integrates teaching and information technology. With the guidance of constructivism and related online learning theories, relevant scholars have carried out research and practice on the "three-dimensional" college English teaching mode combining real classroom, virtual classroom and recessive classroom. The "three-dimensional integration" teaching mode fully respects the individual differences of students, effectively cultivates students' independent learning ability, and improves students' comprehensive English application ability. Educators should pay attention to teaching practice, actively carry out teaching research, promote teaching through scientific research, and promote their professional development.

1. Introduction

Colleges and universities should make full use of modern information technology, adopt computer-based and classroom-based English teaching mode, and improve the single teaching mode with teachers as the main teaching mode [1]. We should make full use of modern information technology, adopt computer-based and classroom-based English teaching mode, and improve the single teaching mode with teachers as the main teaching mode [2]. Guided by constructivism and related network learning theories, relevant scholars have carried out the research and practice of "three-dimensional integration" College English teaching mode which combines real classroom, virtual classroom and recessive classroom [3]. I explored a new model of college English teaching that is easy to promote and guided by modern educational concepts and based on modern educational technologies such as computers and networks. Students who study a rich online course through the Internet do not have to go to the school to receive a teacher's lecture. Hybrid teaching combines the advantages of traditional learning methods with modern media learning methods such as the Internet to integrate teaching and information technology [4]. The course requirements emphasize the use of computer network technology to create a immersive language learning environment for students.

The new teaching model should be supported by modern information technology, especially network technology, so that English teaching and learning can be limited to some extent by time and place [5]. The teaching reform emphasizes the introduction of network-assisted instruction, integration of computer networks and traditional classrooms in addition to traditional classroom teaching. It can arouse students' strong desire for knowledge and interest in learning, thus improving the ability of reading and the comprehensive use of language in the process of English learning, and fostering a healthy personality [6]. Learning knowledge at the same time, so that their basic qualities have been fully developed. Current research mostly stays at the stage of putting forward questions, and the practice is only the change of teaching skills, which is not guided by the law of reading teaching itself. The "three-dimensional integration" teaching model fully respects the individual differences of students, effectively cultivates students' autonomous learning ability, and improves students' comprehensive English application ability [7]. It provides a useful reference for further promoting the reform of College English teaching and improving the level of College

English teaching.

2. Three-Dimensional Integration Teaching Model Based on Network Hybrid Model

In the traditional teaching mode, the comprehensive class and the listening and speaking course are mainly taught by teachers. After class, the self-learning is arbitrary, and the teachers are basically not involved in the independent study of students. Knowledge is only a more reliable assumption about various phenomena, not a template for explaining reality. Scientific knowledge contains truth, but it is not the absolute final answer. Lectures can be completed by the students before the class by the instructional video, thus replacing some face-to-face classes. Students have more time in the classroom and teachers participate in key learning activities. Students cannot be taught as pre-determined things, and the learning process is not simply passive transmission, absorption and accumulation of information [8]. English teachers should possess excellent basic English skills and educational theories, and understand the basic laws of students' psychology and second language acquisition. Due to the excessive amount of homework corrections and the excessive occupancy of class hours, the cultivation of students' writing ability is often neglected by college English teachers. A qualified college English teacher must first have systematic theoretical knowledge of modern linguistics, solid professional skills of language, necessary theoretical knowledge of foreign language acquisition and knowledge of foreign language teaching methods.

In English teaching, we should consider that the same teaching method has different teaching effects for different students. Teachers must understand the differences of students' cognitive styles in order to choose different teaching methods according to different cognitive styles. That is to teach students in accordance with their aptitude. Cognitive structure directly participates in the interaction with new knowledge. It not only determines whether new learning can be produced, but also determines the retention and transfer of new knowledge in new situations. We compare the number of valid words in the pre-test and post-test compositions between the experimental class and the control class. The data are as follows: Table 1 and Table 2.

Table 1 Comparison of the number of valid words in the pre-test of the experimental class and the control class

Class	Mean value	Maximum value
Experimental class	72.2	124
Control class	71.6	121

Table 2 Comparison of valid words after the composition of the experimental class and the control class

Class	Mean value	Maximum value
Experimental class	81.2	138
Control class	73.6	126

The teacher's acceptance of the new theoretical new model, the relatively simple knowledge structure of teachers, and the uneven information and skills of teachers will affect the actual effect of teaching implementation. Learners actively construct the meaning of information, that is, learning is not only the understanding of new knowledge, but also the analysis and criticism of new knowledge. It is constructed by learners through repeated and two-way interaction processes between new and old knowledge experiences. . Interdisciplinary training opportunities should be provided to achieve multi-level interdisciplinary integration [9]. Promote the renewal of teachers' knowledge structure and the transformation of teaching concepts, and improve the professional ability and comprehensive quality of young and middle-aged teachers. Relying on the relevant teaching activities in the classroom, teachers give instructive explanations. Based on the content, detailed tasks and requirements are put forward, and students communicate and cooperate with each other through communication. Integrative online learning theory also pays attention to combining the advantages of classroom teaching with the flexibility and benefits of computer-based online learning, so that learning is more suitable for individuals and personalized.

Effective evaluation is conducive to promoting students' development and progress, enhancing students' self-confidence, and more conducive to the cultivation of students' innovative ability. It is the key to promote the professional development of College English teachers to clarify the policy orientation and encourage both scientific research and teaching. The theory emphasizes that online learning is not only web-based learning, but also the design of a reasonable teaching model including teaching, technology and organizational characteristics. Whether it is the traditional constructivist learning theory or the derived integrated online learning theory, it is believed that knowledge and skills are not accepted by teachers and passively accepted by learners. When students encounter difficulties in their own learning, they can seek help through interaction, explore solutions to problems, and improve their ability to learn independently. Implement an incentive mechanism that emphasizes both research and teaching, and motivate teachers to explore and innovate in teaching practice. Formulate reasonable policies, rationally plan, and promote the professional development of teachers. The main strategy to promote the professional development of college English teachers is to strengthen the construction of college English teaching teams, encourage teachers to cooperate with each other, and promote individual professional development with team development.

3. Advantages of Three-dimensional Integration Teaching Model

According to the specific characteristics of the subject and the development needs of the curriculum, the discipline categories with relatively consistent directions are formed, and the teaching team is divided into specialties to encourage the construction of quality courses. Teachers are required to provide students with a learning environment that can use various tools and learning resources to achieve their learning goals, and support students' independent learning and collaborative exploration. The “three-dimensional” college English teaching model combines in-class teaching with extracurricular practice, classroom teaching and online autonomous learning, basic compulsory and advanced elective combination, summative assessment and formative assessment [10]. College English teaching should implement the principles of classified instruction and teaching according to students' aptitude in order to meet the practical needs of individualized teaching. The completion of classroom teaching does not mean the end of learning activities. First of all, the students use the concept of critical thinking to help each other and sum up the gains and losses. Real classroom learning, especially in the application ability training stage, improves students' comprehensive English application ability. It lays a solid foundation for its effective communication in English in future study, work and social interaction.

The advantage of hybrid teaching method is that it can make up for the shortcomings of online learning, give students timely feedback and guide students. College English teachers' professional development should mainly focus on timely updating the theoretical knowledge of education and teaching, enriching and broadening the knowledge structure, and striving to improve the ability of information technology. After the implementation of the first stage of English listening and speaking teaching supported by information technology, a phase test should be carried out. The main content of the test is the three modules learned at this stage. The results of the test are not only the basis for evaluating the learning effect of students at this stage, but also the basis for adjusting the strategy in the second stage. The test results are shown in Figure 1.

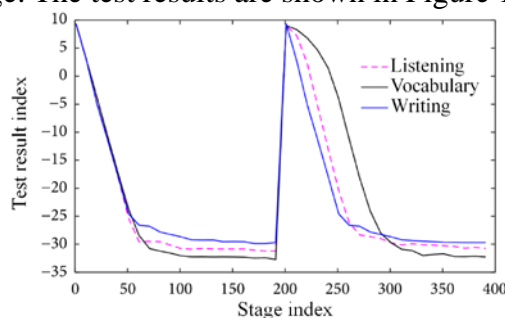


Figure 1 Comparison of written test scores of listening, vocabulary and writing

Teachers must have strong teaching and organizational skills and interpersonal coordination skills to communicate and communicate with others. It is also necessary to keep abreast of the latest development trends of the discipline, and to have the ability to discover new knowledge, enrich the knowledge reserve, and the corresponding research capabilities. The teacher summarizes the progress of the class and the feedback of the students, refines and sublimates the content, summarizes them and submits them to the online platform in the form of logs. The teaching emphasizes to enhance students' interest in the curriculum, explore their intrinsic potential, and strive to achieve the best results in English teaching in a limited geographical area and limited time. The combination of experiential and extracurricular activities can stimulate students' interest in learning English, and enhance students' ability to learn English and comprehensive application in the subtle.

4. Conclusion

People are used to using IQ as a standard for measuring talent, and modern research shows that only high IQ does not guarantee the happiness of life and the success of the cause. The new hybrid learning model advocates the introduction of web-assisted instruction beyond traditional classroom teaching. The educator insists that each student is a talented person, makes full use of a wide range of reading information sources, and connects students' cognitive psychology, cognitive potential, and cognitive patterns in a lively and instructive manner. The "three-dimensional integration" of College English teaching improves the teaching link and effectively improves the teaching effect and quality of College English. It is a new way to integrate information technology and English teaching. College English teachers should make full preparations for knowledge and technology as soon as possible, take the initiative to improve their professional quality and teaching skills, and enhance their information technology ability. Students' questions can be answered online by teachers, which greatly improves students' satisfaction with the use of mixed teaching. At the same time, we should attach importance to teaching practice, actively carry out teaching research, promote teaching through scientific research, and promote our professional development. The external environment in which teachers live, that is, the school's educational management departments, should actively explore strategies to promote teachers' professional development and provide strong support for teachers' professional development.

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