# Research on Blended Teaching Model of College English under Smart Teaching

## Ya'fang Liu

Xijing University, Xi'an, 710123, China

**Abstract:** The development of smart teaching technology has led to the reform of education and teaching methods. Encouraging the design and development of smart courses has gradually become the focus of teaching work in colleges. Blended teaching model of college English has increasingly become the mainstream of effective English teaching model. With the support of wisdom teaching, teachers can develop collaborative learning, strengthen language application and practice and better improve teaching effect in blended teaching model of college English.

## 1. Introduction

Smart teaching refers to the application of new generation of information technology to promote the sharing of high-quality educational information resources and improve the quality and level of education [1]. Smart teaching is an important means to enhance teaching ability and students' learning ability. Wisdom education must satisfy the following characteristics in order to put education into practice. Intelligent learning environment mainly focuses on how to use various reliable and useful information to provide learners with adaptive and personalized learning. The core is information analysis and making information meaningful to learners, and on this basis, serving learners in a wise way. Colleges and universities need to change their teaching ideas and create the hardware and software of smart teaching environment for teaching. Hardware refers to the provision of appropriate equipment and technical support, while software refers to the formation of scientific wisdom teaching guiding ideology. The idea of wisdom education is the basis of forming the model of wisdom education. Teachers use the Smart teaching environment to design the Smart teaching mode and learning method suitable for students' active learning characteristics. On the basis of mixed teaching, the smart teaching mode further realizes the individuality, efficiency, timely communication and scientific feedback of teaching, and ensures that the smart teaching mode can achieve the goal of smart teaching. The evaluation system of wisdom teaching students' accomplishment of different teaching objectives by designing evaluation methods, so as to ensure the smooth development of wisdom teaching mode. Compared with the traditional teaching mode, the wisdom teaching mode is quite different. At the same time, it puts forward higher requirements for students. In order to ensure the effect of students' learning, it is particularly important to train students in wisdom education. For the huge demand for international talents, college English teachers also need to change their teaching ideas. The new era calls for teachers with new ideas and technologies. English teachers should conform to the development of educational technology, fully understand the importance of wisdom teaching in the information age, have an international perspective, and construct foreign language education and teaching theory [2].

## 2. Basic Model of Blended Teaching Model of College English

### 2.1 Preparation Stage before Class.

At present, the general situation of college English teaching is that the class is large and the class hours are small. Under the restriction of the large number of students and the small class hours, teachers can no longer carry out more content in the classroom. Therefore, before starting a new course, teachers should put forward the learning plan and learning objectives of the unit, and publish

the key and difficult points on the network, requiring students to preview in advance. Pre-class preparation involves students' interest in learning this unit. Therefore, teachers should make full use of pictures, videos and audio content to promote the relevant topics and background knowledge of the unit. Students enter the subscribed public numbers, check the course information issued by teachers, and preview the learning tasks required by teachers. For each class, teachers can divide each class into several groups. In each group, students with higher English proficiency can be selected as group leaders, and assign tasks to each group according to the teaching tasks of the new unit. Throw out the problems involved in classroom teaching. One week before the beginning of classroom teaching, organize and arrange students to learn relevant learning contents, collect relevant learning materials and discuss relevant learning problems. Fully mobilize the enthusiasm and initiative of each student in the class so that they can pass the preparatory process before class. To really participate in the upcoming English learning. Students will understand the background knowledge of the new unit through pre-class preparation, not only for the basic grammar preparation of the teaching activities of the new unit, but also for the pre-preparation to reduce anxiety caused by insufficient knowledge reserve in traditional classroom activities, and full of expectations for the beginning of the new unit. Students learn language knowledge by watching delicately designed micro-lesson videos independently, and complete online exercises and tests closely related to the course content in order to consolidate language knowledge. Through posting and replying, students share language learning resources and experience with other students and teachers through discussions and exchanges [3].

## 2.2 Teaching Stage in Class.

Whether in the traditional classroom or in the new classroom under the concept of mixed teaching, classroom teaching is the most important part of the teaching process. In the traditional classroom, due to the limitation of time, teaching activities are often limited to the text explanation itself. It is difficult for teachers to have the opportunity to expand classroom content. This has also led to the emergence of the phenomenon of teachers' speaking in the traditional classroom. The result of this traditional teacher-centered teaching mode is that students are not interested in teaching content and classroom learning, the classroom atmosphere is dull, and the teaching effect is insufficient. In mixed English classes, teachers can not only explain vocabulary and syntax in class, but also deepen the knowledge of vocabulary and syntax in the articles on the basis of students' preview, focusing on discourse analysis and explanation of the structure and content of the whole article, so as to enhance the overall language meaning of the students. To construct and improve students' comprehensive ability of using English. In the classroom, the teacher's explanation of the article can also be the teacher's inspection of the pre-class preview of each learning group, the communication between groups and the summary of learning. Each group sent representatives to make group presentations on the discussion contents and results of each group in preparation for the class and elaborate on the views of the group. In the process, other group members can express their views and opinions on the presentation contents of the group. After the discussion, the teacher guides the students to summarize and summarize the macrostructure, theme, writing methods and techniques of the article. In such a classroom teaching process, students' learning initiative and enthusiasm can be brought into full play, so that they can actively participate in classroom activities. On the one hand, it consolidates the content of pre-class preparation, on the other hand, it can guide students to think about new problems, solve new problems, and then cultivate students' active learning ability and effectively improve teaching [4].

## 2.3 Expansion Stage after Class.

In the course of explaining after-class exercises, it is difficult for teachers to meet the requirements of all students, to understand all the difficulties and problems of students, and for some extended exercises, teachers cannot achieve effective supervision and guidance. The platform provides a good assistant learning platform for students to expand their practice after class. Teachers can use the public platform to push students with after-class exercises, explanations of exercises and other materials related to classroom teaching activities. Students can consolidate their knowledge by reading the content pushed by the platform, and improve their current English level by expanding the

materials. Teachers can also answer questions online, students can ask any questions in the class group. Teachers or other students in the class group can respond, which solves the time and space constraints of college English classroom. For common problems, teachers can use the public platform to publish solutions to all students, and can also give detailed answers to students in future classroom teaching. Due to the limitation of the classroom, teachers cannot check the learning situation of each student. Because of the limitation of the number and time in large class teaching, teachers cannot set up more listening and speaking content to arrange in the classroom, nor can they check the oral practice in turn. After class, teachers can make full use of the group to issue different tasks to each group, such as oral English, writing, word recitation, etc. Each student needs to publish his oral, writing or word recitation card task to the class group, using the teacher's guidance and supervision role, as well as the group formation within the class group. Student's learning pressure, students can better complete various learning tasks.

## 3. Development Model of Blended Teaching of College English under Smart Teaching

### 3.1 Support Collaborative Learning.

College English blended learning students share a common learning vision and similar knowledge fields. They are not only the providers, sharers and beneficiaries of learning resources, but also the producers of new knowledge. In the process of language knowledge learning, the initiator, core members and general members of the community of practice intervene with each other. All members consult with each other, accumulate experience of online learning and autonomous learning, cooperate with each other to complete various language learning activities, tasks and projects, and improve their English language through mirror learning. Proficiency and English application ability. Intelligent curriculum requires teachers to give full play to the guiding role and students to learn actively in the process of learning. This is also the essence of education, that is, to help students achieve self-education. Teachers still occupy a dominant position in the teaching process, but this dominant position is embodied in the student-centered, to inspire students to learn independently as the teaching goal. The key point of this teaching mode is to realize the individualization of teaching, give appropriate guidance and provide targeted teaching resources according to the characteristics of each student and learning mode, and realize wisdom teaching. The goal of seamless and efficient learning concept is to ensure that students can make use of fragmented scattered time. Teachers refine knowledge points according to the characteristics of each course, publish learning resources, set learning tasks and arrange learning activities. Students choose convenient intelligent learning tools according to their own time for seamless learning. The purpose of cooperative learning is to enrich students' learning styles and expand learning resources. Students are not only the acquirers of learning resources, but also the sharers of learning resources. The combination of individual learning and group learning will greatly improve the learning effect. Group learning cultivates students' ability to cooperate, communicate with each other and interact with teachers.

### 3.2 Strengthen Language Application.

Learning is to negotiate and construct knowledge in the process of practice. The College English Practice Community emphasizes the common participation in learning, rather than simply knowledge input. In this community of practice, students and other members and teachers actively participate in the language application of real situations through online learning, in-class application and extracurricular practice, share knowledge, experience and ideas, change from the bystander of knowledge to the practitioner of knowledge, apply the knowledge they have learned to practice and construct it in practice. New knowledge enables meaningful learning to be realized through participation in practice. Publish PPT chapters in class for students to preview and think, and prepare for classroom training. Before class, the network teaching platform is used to publish chapters related to micro-lessons, and students are required to complete video learning and submit homework before the deadline. Classroom learning stage: The teacher chooses one assignment from the assignments submitted by the students to be corrected by the students, and comments on the students' assignments.

Teachers will review the translation practice manual. Mandatory tasks: Each team needs to summarize and analyze the translation skills of business letters during the learning period of the module. Team members will evaluate each other's contribution to the task. Selective Tasks: Each group can select a topic from the mandatory tasks of each module and record a lecture video by team members. At the end of the semester, we discussed and graded the video quality. The use of English, for many students, is often only used in the classroom. Because most teachers still haven't changed the existing teaching mode, it is impossible for most students to use English in their daily life, and they are full of fear of English communication. Developing the application of context in English teaching can help students form the habit of using English at all times in normal classroom.

### 3.3 Guide Situational Practice.

The learning activities of wisdom education mainly focus on Application practice. Students actively participate in online learning, in-class application and after-class practice. This is a process in which students exchange explicit and tacit knowledge and create new knowledge together. In this process, students constantly improve their language practice ability, stimulate existing language knowledge through language practice, promote the application of knowledge in practice through resource sharing, language application and practical activities, promote the transformation of language knowledge from implicit to explicit, and then internalize knowledge in the process of language practice so as to make it self-contained. He has really become the master of knowledge. Intelligence teaching regards students as the main body of the classroom and students as the central link. Under the guidance of this teaching principle, students are always the main participants in teaching activities. Teachers can provide students with a classroom simulation environment under the guidance of students, and students can also become the main body of the classroom. By providing some material topics in the course textbooks, students can set up some situational practice contexts themselves in the classroom, so that students can enjoy sharing their personal experiences in the classroom and improve their English proficiency. As the main situational designer in the teaching process and participants in the organizational activities of teaching, teachers must lay down their own values in the classroom, make clear that students are the theme of teaching, and be able to better integrate with students. Teachers create situational contexts in order to make English teaching classroom full of vitality. Through teachers' personal situation, students can arouse a corresponding reflection on teachers' topics. Teachers put situational context teaching in English learning into classroom through various ways. Exercising English ability in practice can enhance students' interest.

### 4. Conclusion

With the development of modern technology, smart teaching uses computing system or other intelligent equipment to share a large number of cumbersome learning tasks. It guides learners to devote more attention to more complex, valuable and intelligent learning tasks, which is conducive to the development of learners' critical thinking, creativity and problem-solving ability. In the mixed teaching of college English, teachers should maximize the opportunities for students to learn and provide them with learning space.

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