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# Reform and Practice of College English Blended Teaching—Taking Guilin University of Technology as an Example

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***Abstract***: *Taking the New Target College English Comprehensive Course 2 (First Edition) published by Shanghai Foreign Language Education Press selected by Guilin University of technology as an example, this paper makes a practical research on the blended teaching mode. Through the design of teaching plan and the implementation of teaching process, and then the questionnaire survey and data analysis of teaching effect, the conclusion shows that blended teaching combines the advantages of traditional teaching methods and E-learning, not only plays the leading role of teachers in College English teaching, but also fully respects the dominant position of students and optimizes the allocation of English learning resources However, through teaching reflection, it is also found that the dynamic and open blended teaching has brought some new challenges to college English, which need teachers to summarize and improve in practice.*

***Keywords***: *College English Blended Teaching; Online platform; Instructional design; Learning resource; Student subject*

## Introduction

The rapid development of modern digital technology and network technology has given birth to the innovation of classroom teaching. With the widespread popularity of mobile terminals such as smart phones and tablet computers, students can use fragmented time to study anytime and anywhere. Blended-learning has developed in this context. Blended teaching is a kind of mixed mode formed by face-to-face teaching and online interactive assistant teaching, that is, online and offline blended teaching. It not only fully exploits MOOC and micro class resources on the network, but also retains the traditional teaching communication mode, which provides new ideas and Enlightenment for College English teaching to solve various problems.

## The Design of Blended Teaching Scheme for College English Course

As far as the blended teaching design of College English is concerned, it should be based on the viewpoint of system theory, with a clear teaching system purpose, the overall teaching system is organically related to students' learning, and provide a curriculum platform suitable for the teaching environment. This study uses the blended teaching mode to carry out the teaching reform of College English in a purposeful and planned way,

taking the new target College English comprehensive course 2 (First Edition) published by Shanghai Foreign Language Education Press selected by Guilin University of technology as an example, in order to explore a more suitable blended teaching mode. College English is a basic course of College English offered by Guilin University of technology. This course adopts a combination of online and offline teaching mode. The selected students are freshmen and sophomores of Guilin University of technology, with an average age of 19 They have the common characteristics of active learning, enthusiasm and plasticity, and the corresponding reserve of English knowledge, with different learning styles. These provide a realistic basis for the following teaching objectives setting, the choice of teaching media and strategies, the organization of teaching content and activities.

## Teaching Goal Setting

The teaching objective of this course is student-centered. On the one hand, it pays attention to creating an English learning atmosphere with the integration of initiative and cooperation, respects the diversity of different learning styles, and encourages students to cooperate with each other. On the other hand, it focuses on the cultivation of students' language learning ability, language application ability and cross-cultural communication ability. Students' language learning ability can be improved through online video watching before class, classroom discussion and Q & A, group internal communication drills, etc.; students' language application ability can be cultivated through continuous listening, speaking, reading, writing and translating language practice and application; students' cultural acquisition can be carried out in the way of culture as the carrier to improve their cross-cultural ability by reflecting the characteristics of relevant majors around their professional fields To improve the communicative competence.

## Teaching Content Combination

The teaching content of new target College English comprehensive course 2 (First Edition) is divided into eight units according to the theme: Chinese culture and customs, economy, intelligent technology and intelligent life, great thinker, studying abroad, natural charm, adapting to the diversity and unity of the digital age and the world. One unit is completed every two weeks, and the course lasts for 16 weeks.

## Selection of Teaching Media and Design of Teaching Process

The biggest difference between blended teaching and traditional teaching is the difference of teaching media and teaching strategies. The media selection in traditional college English teaching mainly considers how teachers present the teaching content, while the media selection in blended teaching pays more attention to student-centered and better supports language learning. The selection of teaching media and the design of teaching strategies are to achieve the teaching objectives. In order to promote students' deep learning of College English and fully stimulate their learning initiative, the course is divided into two parts: classroom teaching and online teaching (as shown in Figure 1), with 50% of the teaching time in each part. The teaching media is processed by computer learning resources, and uploaded to the network course platform and class QQ group of Guilin University of technology in the form of text, pictures, audio and video, so as to give full play to the advantages of new media in College English teaching and really promote the implementation

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of hybrid teaching mode. The teaching process design of this course is not only limited to the single link of traditional college English classroom teaching, but also an integrated teaching design around students' pre class, in class and after class learning, including the design of autonomous learning task list and online learning resources before class, classroom teaching and seminar activities, and research-based learning after class.

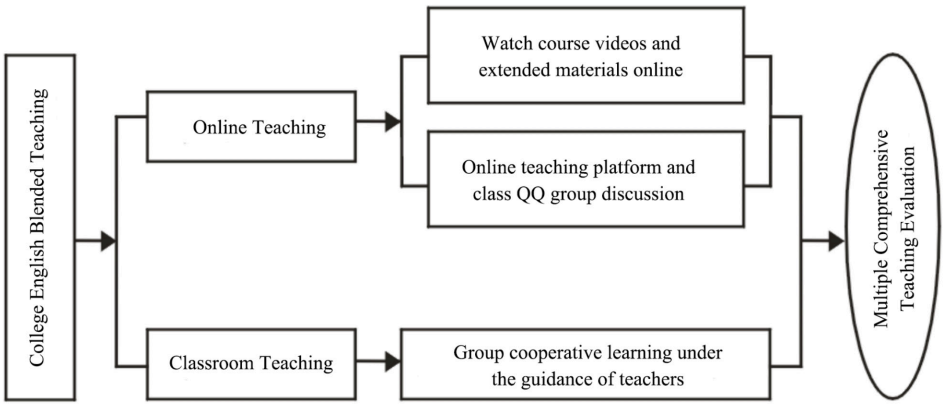


*Figure 1. Schematic diagram of college English blended teaching mode*

### Design of Learning Evaluation Mode

Due to the limitation of the objectivity of summative assessment, this course will introduce formative assessment to adapt to the flexible and changeable characteristics of College English blended teaching process. According to the dynamic data formed by students' performance and reflection in various aspects of learning, this course will objectively and accurately evaluate students' College English learning effect. The specific score evaluation ratio is: unit work 10%, online discussion 30%, classroom training 20%, final exam 40%. The results of online discussion mainly depend on students' online participation and contribution, break through the limitation of traditional evaluation which despises English productive knowledge, and enhance and highlight the ability of using English. In the aspect of classroom training evaluation, it carries out on-site evaluation from three dimensions of accuracy, fluency and naturalness according to the scoring standard of CET-4 oral English.

## The Implementation Process of Blended Teaching in College English

### Introduction before Class

Before the implementation of classroom teaching, the self-learning task list designed by teachers and online teaching supporting resources based on micro video are uploaded to the learning platform. The task list of autonomous learning is divided into three parts: learning guide, specific tasks, and question answering. The learning guide provides students with information about the teaching objectives, key points, difficulties, and method suggestions of this course; the specific tasks specify the specific learning tasks that students need

to complete through watching micro videos and related supporting resources; question answering collects the information that students encounter in the process of autonomous learning It is convenient for teachers to understand students' learning situation, adjust teaching and answer questions accordingly. Before the course, the course portal is built through the network course platform of Guilin University of technology to demonstrate the online operation method, and then the information required by the course is uploaded to the network course platform, including course notice, syllabus, teaching calendar, learning plan, preview scope, key and difficult points related to the course unit, courseware, video, audio, teaching plan of each unit, and the course content is analyzed In the online examination module, set up the question bank and arrange the homework. Each volume of new target College English comprehensive course 2 (First Edition) has 8 units, and each unit has 6 class hours for two weeks' teaching. Taking unit 3 Smart Technology, Smart Life as an example, the teacher uploads the teaching objectives, contents, key and difficult word documents of the unit to the online course platform. Before the first class, the teacher uploaded the micro video True Smart Life, Smart City. This video is from Youku, all in English, without subtitles, but with keyword tips. Through the video, students learn about the latest intelligent technology, the application of intelligent technology in urban life and the development of Intelligent City, which paves the way for adapting to the hybrid teaching mode. In the process of watching, students can watch and inquire repeatedly when they encounter difficult sentences. At the same time, the teacher also uploaded a micro lesson video related to the theme of this unit, which includes: the first part specifically explains the word formation of the main words in this unit, the difference and usage of synonyms, the collocation of words and the use in different contexts; the second part is the general specific that students need to master because the selected articles in this unit are expository texts Pattern structure. Students log in to the College English course of Guilin University of technology network course platform, according to the teaching requirements of each unit, independently complete the preview, acquisition and consolidation of knowledge, and finally let the students in the learning process of questions submitted to the learning platform, form the feedback of autonomous learning before class.

## Classroom Teaching

First of all, teachers guide, answer questions and summarize what students have learned online before class, and then use multimedia courseware to explain new knowledge points and present teaching content. In order to better improve students' ability to use English, this course fully mobilizes students' participation enthusiasm and organizes various forms of interactive activities, which are required to be completed by individuals or groups: for example, in unit 1 Understanding Chinese Culture and In tradition teaching, teachers publish online notices about classroom activities in advance to publicize the arrangement of classroom activities in this unit. Because students have just come back from the winter vacation, they are still very impressed by the Spring Festival, so the activities introduce the traditional customs of Spring Festival in their hometown and the traditional Chinese culture embodied in these customs. The main purpose of this activity is to improve students' English speaking ability, and introduce the rules and procedures of the activity. The students are randomly divided into five groups, six in each group. The students are required to master the language and cultural knowledge explained in the course video online, prepare the introduction of Chinese traditional culture and customs, and recommend students to watch the BBC Documentary "BBC year of China" before class. At the beginning of the class activities, each group of students took turns to show their hometown's Spring Festival customs and the cultural implication of customs. The atmosphere of the whole activity was active, students were enthusiastic, and their oral English ability was trained. Because the students have done

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the preview of the text on the network platform before class, understood the background knowledge of the text, consulted the new words and sentences, and discussed the related problems arranged in advance by the teacher. To a great extent, it has changed the situation that the traditional college English classroom needs to spend a lot of time teaching vocabulary and syntax, and the precious classroom teaching time can be used in teaching Teachers' answering questions and students' Internalization of knowledge.

### After Class Guidance

After class tutoring mainly focuses on online homework and Q & A to consolidate and strengthen students' learned knowledge. The teacher of this course uses the ITest platform of FLTRP to assign homework modules to students, focusing on intensive exercises such as reading, listening, writing and translation, so that students can use the platform for autonomous learning after class. Through QQ group, students can discuss the problems encountered in the process of autonomous learning with other students, and can also interact with teachers. After the homework is completed, ITest platform will automatically correct, and teachers can also correct and comment. According to the teacher's guidance and suggestions, students modify and improve their own learning summary reflection and submit it to the learning platform for a wider range of communication and dissemination. On the one hand, teachers can take it as an important basis for learning effect evaluation, on the other hand, they can also transform it into regenerative learning and teaching resources.

## Feedback and Analysis of Blended Teaching Effect

In order to master the blended teaching effect of this course, a questionnaire survey was conducted among 100 students who participated in the blended teaching. The design of the questionnaire combined with the actual situation of blended teaching, the survey content includes four parts: the teaching platform, the evaluation of teaching mode, the suggestions of blended teaching mode and the learning effect, a total of 12 items, using five point scale, from 1 to 5 respectively expressed "very satisfied", "more satisfied", "average", "not very satisfied" and "very dissatisfied". In the last class, 30 students of resource exploration major who completed the course were given questionnaires, and finally 100 valid questionnaires were collected, and the questionnaire data were input into spss22.0 for statistics. According to the survey objectives, single sample t-test is used to make statistics on the questionnaire data, and the test value is set to 3, which is the corresponding value of "general". The results of the questionnaire survey show that about 84% of the students think that the platform is very helpful to the learning of this course, and the learning content on the platform is very rich, which makes up for the problem of single traditional teaching content. 77% of the students think that the online classroom teaching can be more efficient through the preview of the platform. Because the teaching platform provides audio, video and other course resources, which are very interesting and intuitive, and help to stimulate the enthusiasm of learning, 69.5% of the students think that the network platform is of great benefit to the improvement of listening and speaking ability. The questionnaire results show that 87% of students think that the online and offline hybrid teaching mode of college English is more attractive to them, and 73% of students think that online course learning resources are an extension of traditional teaching content In addition, rich learning resources can better meet the individual needs of different students, and it is a popular college English teaching model. The students interviewed all thought that the online learning materials were rich, novel and practical. For example, classmate Li Huanzhang said: “What I look forward

to most is the micro-video of each unit course, because the teacher’s video is very interesting, and Our daily life and learning scenes are closely related, and I feel very real and interesting when I watch them. Sometimes I will repeat the key language expression fragments several times until I can memorize them." As for the suggestions on the mixed teaching mode of College English, 42% of the students think that the online teaching platform should add more abundant audio and video materials, which indicates that the students pay more attention to the ability of English listening and speaking. 24% of the students suggest adding a directory page of learning content to further optimize the platform interface, 18% of the students use the mobile phone login platform, and think that the slow network speed affects the learning efficiency. It is suggested that the school should enhance the speed and range of wireless network, so as to make the mobile Internet more fast and convenient, so as to improve the effect of autonomous learning.

## Conclusion

The blended teaching mode of College English has the characteristics of autonomy, inspiration and individuation, which can design the exclusive autonomous learning module according to students' personality differences and English foundation; the blended teaching mode focuses on the exploration of students' language potential, gives them the opportunity of self exploration, discussion and practice, and provides sufficient space and time for students' English learning and communication The mixed language teaching mode shows the advantages of strong interactivity and dynamic, optimizes the allocation of English learning resources, and students' acceptance and satisfaction are very high. However, through reflection on teaching, it is also found that blended teaching brings some new challenges to college English. First of all, teachers need to reserve more novel and richer English resources, and they must be good at designing more exciting and more attractive classroom teaching activities; secondly Because the blended teaching model is not strong in monitoring, if the students' self-discipline and self-learning awareness are weak, it will affect the learning progress and effect. Therefore, teachers need to play a leading role while giving full play to the advantages of blended teaching. In particular, strengthen the monitoring of students' online learning links; third, in order to better play the role of students as the main body of learning, college English blended teaching should fully mobilize students' enthusiasm and creativity in learning, and guide and encourage students to participate in curriculum design and teaching process Among them, to maximize the effectiveness of teaching.

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