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Research on the Construction and Application of the Blended Teaching Model for College English

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Abstract: *Based on the advantages of blended teaching and the characteristics of College English, the combination of the two can trigger a brand-new educational concept, bringing unprecedented changes in the integration of teaching resources, process design, and evaluation system. Educational concepts have been updated, teachers' teaching design capabilities and modern educational technology application capabilities have been improved, students' learning methods have been changed, the role of classroom education has been brought into play, and teaching resources have been developed and constructed. The emergence of blended teaching just caters to the realistic needs, provides the best operational plan and implementation process for college English teaching reform, and has the ideal application prospects in college English teaching reform.*

Keywords: *College English; Blended teaching; Online and offline integration; Autonomous learning; Cooperative learning; Interaction after class*

In the Internet age, further promoting the informatization of education is the central link in deepening the reform of college English teaching and improving the quality of teaching. The hybrid teaching model is a new teaching model based on information technology. It aims to make full use of classroom time, realize personalized learning, and promote the development of independent learning ability and cooperative learning awareness. This hybrid teaching model fits the reform of college English teaching. Current status and direction.

An Overview of the Blended Teaching Model

The hybrid teaching mode is an online + offline teaching method that combines traditional teaching with online teaching to form a new teaching mode. Blended teaching, which subverts the traditional teaching mode, is also more recognized and valued in the new information age. Flipped classroom organically integrates receptive learning and constructive learning, and emphasizes the individualization of learning and the interactivity of knowledge internalization, which helps to strengthen the communication and exchanges between teachers and students in classroom teaching, and is more and more widely applied to In the teaching practice of various subjects in the university. Based on the advantages of the flipped classroom and the disciplinary characteristics of college English, the combination of the two can trigger a new educational concept, bringing unprecedented changes in the integration of teaching resources, teaching process design, and teaching evaluation system. Blended teaching is a kind of "online" + "offline" teaching that combines the advantages of online teaching and traditional teaching. Through the organic combination of the two forms

of teaching organization, learners' learning can be guided from shallow to deep to deep learning. Online and offline hybrid teaching is a brand-new teaching mode that integrates information technology and traditional classroom education. It means that teachers use the Internet, mobile terminals, cloud computing and other modern information technology to build an online network teaching platform, and students use online Self-learning is completed on the network platform. The blended teaching mode is a teaching method that uses information technology to combine the advantages of traditional classroom teaching with the advantages of online teaching.

The Value and Significance of College English Blended Teaching

College English, as a public basic course at the stage of higher education in China, is an important part of the teaching reform of college courses. Constrained by the limitations of limited teaching time, fixed teaching venues, and complex teaching content, college English is difficult to create an ideal language environment, teaching effects and learning efficiency are difficult to control, and students have all-round language skills in listening, speaking, reading, writing, and translation. No comprehensive improvement. In order to complete teaching tasks, teachers spend a lot of classroom time on explaining and imparting knowledge points, and there is not enough time for teaching design activities. There is little communication and interaction between teachers and students, and they cannot provide students with truly personalized teaching guidance. Blended teaching, a teaching model based on information technology, can make full use of classroom time, realize personalized learning, and promote the development of college English to blended teaching, inquiry teaching and autonomous teaching, which is in line with the current information age. The direction of college English teaching reform. College English classroom teaching also urgently needs to use computer technology and network multimedia to provide students with personalized and interesting learning tools, so that they have the space and conditions to fully improve their English. The blended teaching method can improve the depth of students' learning English knowledge. It is to cultivate students' cognitive awareness, optimize English teaching content according to the actual situation, and help students quickly achieve their English learning goals according to the students' cognitive rules and learning progress. Although the reform of college English teaching in China has been implemented for many years, the college English teaching model in most colleges and universities is still dominated by teachers. Teachers teach one-dimensional knowledge in the classroom according to the syllabus. Students are busy taking notes and taking notes and rarely have the opportunity to learn English. Expression, communication and use of The traditional college English teaching content is rigid, the classroom design is boring, and the teaching mode is rigid, which deeply affects students' interest and motivation in college English learning. Coupled with the lack of training opportunities and poor language environment, students are nervous and timid and dare not speak English, which greatly reduces the effect of college English learning. In the information age in the context of globalization, students' learning patterns and attention patterns are undergoing major changes. College English teaching should emphasize exploratory and autonomous nature, and be developed and promoted in cooperative learning, seminar-style learning and personalized learning. Educational concepts have been updated, teachers’ teaching design capabilities and modern educational technology application capabilities have been improved, students’ learning methods have been changed, the role of classroom education has been brought into play, and teaching resources have been developed and constructed. The emergence of blended teaching caters to such realistic needs, and provides the best operation plan and implementation process for the reform of college English teaching, and has an

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ideal application prospect in the reform of college English teaching.

Application Strategies

Create a Teaching Environment Integrating Online and Offline

Accelerating the construction of education informatization is not only an important content of deepening education and teaching reform, but also an important development trend to promote the transformation of teaching methods and improve the quality of talent training. College English is a compulsory public course in my country's colleges and universities. It has a wide audience. How to build college English into a high-quality course that college students really like and benefit for life, so as to better adapt to the requirements of national economic and social development for talent training is the further deepening of college English curriculum reform. Important goals. With the popularization of mobile Internet technology and mobile terminal equipment, learning scenarios are no longer limited to offline physical spaces, and teaching methods and teaching processes are gradually improving. The entire higher education teaching is accelerating integration, so college English is also Actively conform to this development trend, and launched a teaching mode that integrates online and offline teaching. College English creates a teaching environment that integrates online and offline to realize the sharing of high-quality resources and learning experience. It is mainly manifested in the following two aspects: First, modern education information technology and mobile communication platforms such as Weibo, QQ and WeChat are used to realize college English. The "flipping" of the classroom allows students to learn English on the move in an open classroom, and enhance the all-weather interaction between teachers and students; on the other hand, to enhance students' autonomous learning ability in college English through independent exploration, independent evaluation, and active participation. Take responsibility for your own learning. The construction specifications of online teaching resources must be able to explain the knowledge, which is the prerequisite for the development of blended teaching, because blended teaching is to advance the traditional college English classroom teaching through the online micro-video format, and give students sufficient During the study time, every student should enter the classroom with a good knowledge base as much as possible, so as to fully guarantee the quality of classroom teaching. There are offline activities. It is necessary to be able to test, consolidate, and transform students' online college English knowledge learning. After the teacher's investigation of deficiencies and key breakthroughs, the rest is to organize students to use carefully designed classroom teaching activities as the carrier. The basic knowledge learned online can be consolidated and applied flexibly, so that the meeting between teachers and students can be used to achieve some more advanced teaching goals, so that students have more opportunities to participate in learning at the cognitive level. In the process of designing teaching objectives, teachers should implement the transformation of student-centered teaching methods, convert repetitive lectures into pre-class learning, and convert homework into pre-class or classroom activities, and do so in the evaluation design. Increase the proportion of formative evaluation.

Combine Students' Independent Learning and Cooperative Learning

Autonomous learning is not only a learning ability, but also a learning habit, learning quality, and learning will. The ability to learn independently is an important indicator of the comprehensive quality of students. If

students do not have autonomous awareness, they will have no motivation to learn, and group cooperation has become a source of water and a tree without roots. Therefore, cultivating students' awareness of autonomous learning is to implement curriculum reforms. The key to this is to lay a solid foundation for students' lifelong learning. Cooperative learning must be effective on the basis of fully independent learning and thinking, because group cooperative learning is to solve the problems that students cannot solve by independent learning. The problems that cannot be solved by individuals can be solved by mutual enlightenment through three-dimensional communication of information within the group. Independence is the prerequisite for cooperation and inquiry, and cooperation and inquiry are the sublimation of independent learning. The reform of college English teaching should focus on researching the effectiveness of group cooperation, and strive to organically combine autonomous learning with group cooperative learning. In the teaching process, college English teachers guide students to actively learn knowledge, use cooperative teaching methods to guide students, combine independent learning with cooperative learning, and use innovative methods to improve classroom education and stimulate students' desire for inquiry. Listening, speaking, reading, and writing are introduced into English teaching, and students are encouraged to use WeChat platform to obtain subject materials and learn actively. In order to improve the teaching effect, students are randomly divided into groups to systematically impart English knowledge to students. Group students learn from each other, help each other, use blended teaching methods to guide students, quickly achieve English teaching goals, use group cooperation methods to carry out English teaching, focus on independent learning, strengthen group cooperation, and use QQ, WeChat and other platforms to provide students with sufficient Learning resources and English subject knowledge, formulating group cooperation rules, improving students' awareness of participation, and enhancing the effect of cooperative learning.

Strengthen the Integration of After-class Teaching Interaction and Evaluation

College English blended teaching is open, true and multi-dimensional. It is a diverse dialogue between teachers and students, students and students, students and texts. It is a classroom full of vitality, wisdom and challenges. College English teachers should be good at creating Grasp the key conditions to improve the efficiency of college English classrooms. Starting from the three target dimensions of cognition, interpersonal, and self, the construction of an online and offline hybrid deep learning model of college English that integrates "mutual evaluation, self-evaluation, and teacher evaluation" after college English is designed to provide in-depth teaching and learning. Learning provides an actionable guiding framework for action, and proposes alternative paths for the realization of college English teaching goals. After class, every student was reminded to submit tests and assignments in time, carefully reviewed every test and assignment, and feedback the evaluation and comments to each student in a timely manner. At the same time, by assigning special forms of homework, such as allowing students to submit online learning photos and online learning experience, learn about their college English learning status in many aspects, and adjust and improve their own teaching design and interactive forms in a timely manner according to students' learning situation and feedback. In order to ensure the actual teaching effect.

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