

# Research and Practice of Blending Teaching Model in the “Internet” Era--a Case Study of College English Courses

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**ABSTRACT.** Nowadays, Internet technology has been widely used in higher education and achieved an excellent teaching effect. In the “Internet” era, the traditional class-based teaching model of college English teaching is unable to effectively meet the learning needs of students. To solve this problem, college leaders and English teachers are required to strengthen their thinking on the Internet, then actively build a blending teaching model. First, this paper briefly analyzes the current situation of college English teaching, and then expounds the ways to construct the blending teaching model and its key points in the “Internet” era of college English courses, the content is small, but the guidance is strong.

**KEYWORDS:** Network teaching; Blending teaching model; Teaching reform; The college english

## 1. Introduction

Teaching of college English is an important way to cultivate high quality and applied English talents. Since the beginning of the new era, China's international status has been increasingly enhanced and international trade has become increasingly frequent, based on this background, the market demand for English talents is growing with each passing day. College English courses can not only meet the market demand for English talents, but also meet the needs of students' personal development. As one of the main courses in colleges and universities in China, college English has always played a significantly important role in the college curriculum system. However, with the development of the “Internet” era, students have higher requirements on the breadth and learning efficiency of college English courses. The reason that causes this phenomenon is the rich content, the widespread dissemination, the timeliness communication of the network. The main problems in the teaching of college English courses in many colleges and universities: attaching importance to class teaching and neglecting extracurricular teaching; paying more attention to the knowledge in English textbooks and ignoring the knowledge acquired from other ways; teachers' leading position in teaching is emphasized while students' dominant position is neglected; attaching importance to large-class

teaching, evaluating students according to the unified standards and ignoring individual differences; etc.

## **2. The Construction of Blending Teaching Model in the “Internet” Era of College English Courses**

### ***2.1 The Definition of Blending Teaching Model***

The blending teaching model comes into being with the birth and development of Internet technology and Internet education. The term “blended teaching” was first coined by Cooney in 2000[1]. Generally speaking, blending teaching model is the organic integration of class teaching and network teaching, class teaching is the face-to-face teaching between teachers and students; while the network teaching is teachers and the students are studying on the Internet. Class teaching is also known as offline teaching, network teaching is also known as online teaching. Blending teaching combines traditional class teaching with online independent learning, it breaks the time-space limit of traditional class teaching and gives full play to the advantages of offline and online teaching, then maximizes the teaching effect [2].

### ***2.2 The Construction of Blending Teaching Model for College English Courses***

Blending teaching model is the organic integration of class teaching and network teaching, for now, micro-class and mooc are common forms of online teaching, therefore colleges and universities can combine class teaching with micro-class teaching or mooc teaching to build a blending teaching model. Taking the integration of class teaching and micro-class teaching as an example, this paper expounds how to build a blending teaching model of college English in colleges and universities.

#### ***2.2.1 Import Micro Lessons Before Class.***

Before the class, the teacher records the teaching video and makes the micro-class video according to the requirements of the English teaching syllabus and the teaching objectives of this class. During the production, teachers should strictly follow the short and concise of the micro-class, grasp the time and content of micro-class, and guide students in the teaching process. The content of the micro-class should be consistent with what the teacher wants to teach, in order to improve students' enthusiasm of watching and learning, teachers should change the serious and boring condition in traditional college English teaching and add some animations and pictures to the videos. For example, when explaining catering vocabulary, teachers can match vocabulary with vivid pictures of catering, which greatly enhance students' memory of vocabulary.

#### ***2.2.2 Study and Discuss in Class.***

In class teaching, the teacher can ask questions to understand students' learning of micro-class, especially the problems they encounter in micro-class. Then, the teacher clarifies the connection between the micro class and the teaching content of the class, and explained the knowledge points of the class systematically again. Next, asks the students to discuss the knowledge points in groups. For example, the teacher can ask students to discuss the differences in vocabulary between British and American English in groups: why is it called “candy” in American English and “sweets” in British English? For those questions which are difficult to answer, the teacher can give some hints, but the hints should not be too much to avoid their dependency.

### ***2.2.3 Consolidate Knowledge after Class.***

At the end of the class, the teacher gives the students some homework orally. After class, the teacher can publish another part of the homework in the school's official website, the school's teaching cloud platform and the class's WeChat group or QQ group. The two kinds of homework have their respective emphases, so the teacher cannot ignore [3]. Compared with assigning homework orally in class, it is more convenient to assign homework on the Internet after class, students can finish and submit homework online directly with their mobile phones, tablets or computers, and teachers can guide students online “one to one” according to each student's answers.

## **3. Key Points for the Implementation of Blending Teaching Model in the “Internet” Era of College English Courses**

### ***3.1 Strengthen the Construction of Professional English Teachers***

The blending teaching model breaks the shackle of the traditional college English teaching model, it requires English teachers to make great innovations in teaching concept, content and methods. Under the background of rapid development of Internet technology, college English teachers should strengthen their Internet thinking, and fully affirm the influence of the Internet technology on the quality of the college students' English teaching. At the same time, teachers should learn to strengthen professional knowledge of English learning and computer applications, especially to study the production of micro-class. Colleges and universities should regularly organize English teachers to carry out learning activities in the aspect of blending teaching, and improve their ability of blending teaching through activities such as exchanging teacher and discussing together.

### ***3.2 Strengthen the Supervision and Guidance of Students' Learning after Class***

The blending teaching model does not just change the traditional teaching into the network teaching, but emphasizes to give full play to the independent control of students' learning, absolutely, this process still needs to be under the condition of

supervision [4]. The blending teaching model gives students great freedom of learning, which is not only reflected on the time and space of learning, but also in the control of learning methods and progress, for example, students can control the speed and frequency of the micro class when they watch it. In addition, the Internet is very attractive to some college students such as network game, the network novel, the network film and television, these can affect the student's normal study. Based on above problems, teachers should strengthen the supervision and guidance on students' learning after class. With the help of some functional software (such as WeChat), teachers should check the learning progress of students timely or timelessly after class to understand the relevant situation of students' network learning, such as learning time and important points and so on.

#### **4. Conclusion**

Traditional college English teaching is boring and easy to ignore students' dominant position, also cannot arouse students' enthusiasm for learning. However, the blending teaching model integrates class teaching and network teaching organically, which can give full play to the advantages of both teaching resources, and it is conducive to improving students' learning enthusiasm, so as to improve the teaching quality. Therefore, college English educators especially major English teachers should strengthen their own Internet thinking and actively build blending teaching model.

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