

Research on the Construction of College English Blended Teaching Mode

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Abstract: The rapid development of online courses and its impact on the traditional classrooms of colleges and universities have prompted college educators to strive for a hybrid teaching model that combines the advantages of both traditional classrooms and online courses. Constructing and applying this brand-new teaching model in the most extensive series of college English courses can effectively improve students' learning efficiency and improve students' independent learning ability, cooperative learning ability, innovative thinking ability and other comprehensive qualities. Cultivation has a profound impact.

Keywords: Online courses; College English; Mixed teaching mode; MOOC

1. Introduction

MOOCs is the English abbreviation of Massive Open Online Courses, and the Chinese transliteration is "MU class". "The MOOC has the following basic characteristics: The first is that it is open, anyone can participate in the learning of online courses for free, and there are no entry barriers for learners, and there are no geographical restrictions; the second is large-scale, The curriculum should be designed to support a large number of participants; the third is that the curriculum elements are complete, and the curriculum includes learning objectives, teachers, learning activities, time arrangements, exercises and homework, learning evaluation, and proof of learning results; the fourth is to emphasize interaction, Pay special attention to the interaction between learners, and carry out peer mutual assistance and peer evaluation activities." Using the MOOC platform, you can bring high-quality courses from all over the world and realize a wider range of resource sharing. However, how universities can use this model to change teaching methods and improve teaching quality requires more thinking and practice.

2. The construction of a blended teaching model of college English

2.1 Subjects and goals

In order to make the experimental results more universal and representative, science and engineering students in ordinary classes are selected as the research objects. In addition, because the construction of this model is a brand-new experience, it is not suitable for large-scale deployment, so only four experimental classes are selected for small-scale implementation. The experimental class is for students of the four majors of science and engineering in the school's 2019 non-English majors. From September 2020 to December 2021, they accepted a semester of mixed teaching of traditional classroom teaching and related MOOC courses. The courses selected in the experiment are a series of college English courses (including college English reading and writing, college oral English, and college English autonomous learning). The purpose of the research is to explore students' attitudes and understanding of MOOCs entering university classrooms through the teaching practice of experimental classes, refine and construct a feasible and targeted hybrid classroom teaching model, and improve the teaching quality of teachers and students' The learning effect makes a meaningful promotion for the smooth and efficient progress of college English education informatization.

2.2 Experimental methods

(1) Literature analysis method. Literature analysis is the basis of all research methods. Collect

literature and materials related to the teaching theory and practice of discussion courses at home and abroad by purchasing, consulting, copying, downloading, printing, etc., and do a good job of sorting and summarizing.

(2) Quantitative and qualitative analysis methods. At the end of the semester, questionnaires will be issued and returned to the experimental class students to solicit their opinions and ideas on MOOCs and hybrid teaching models, use SPSS software to perform data statistics, and then classify and analyze based on the statistical results, and compare quantitative and Combine qualitative research.

(3) Point and surface combination method. The experiment involves the construction of a mixed teaching model of college English in the MOOC era. This aspect is radiated through different points, involving the MOOC, student levels, traditional teaching mode, mixed teaching mode, and how to construct it.

2.3 Construction steps

The mixed teaching mode involves the micro-classes and micro-video guided learning conducted by the teacher in the classroom. Teachers face-to-face to solve puzzles, individual counseling, oral English training, lectures, discussions, questions and answers, performances, debates, experiential learning, etc. Student-student interactive classroom activities, as well as a series of links such as MOOC online course learning by students outside of class, independent learning on the network platform, online mutual evaluation and communication, group collaborative learning, and class cooperative learning. The teaching methods involved include teaching methods, question and answer methods, and heuristic methods based on language transmission, discussion methods, demonstration methods, and practice methods based on direct perception, and autonomous learning methods and cooperative learning methods based on guided inquiry. , Inquiry learning method, experimental method based on practical training and performance method based on appreciation activities.

(1) Selection of related MOOCs

The following two courses are selected from a series of online resources such as MOOC China, MOOC, Coursera, Udacity, edx, Love Courses, China Open Courses, China Education Online Open Resource Platform, National Quality Course Resource Network for students to self-study before class .

(2) Implementation plan of mixed teaching mode

The main course of the MOOC is a knowledgeable and comprehensive college English reading and writing course. The textbooks of this MOOC are completely consistent with the textbooks used by our students. At the beginning of the semester, teachers select units that account for at least 50% of the teaching tasks of the semester according to the different characteristics of the teaching content. Students are required to complete the MOOC learning of these units before class, and discuss key and difficult issues through pre-class group cooperative learning. Each study group sets up a group leader responsibility system which is responsible for supervising each student to carefully preview and ask questions. The learning tasks are arranged in stages and synchronized with the classroom teaching content. In the classroom, the “flipped classroom” teaching format is used to discuss and answer students’ learning content, and carry out various classroom teaching activities. The selection criteria for this part of the teaching content are the narrative units in the textbooks that are relatively simple or colloquial. In short, after all, English classes are training English language skills, and some of the content that is not suitable for MOOC teaching can be taught in the traditional classroom face-to-face teaching.

2.4 Evaluation and analysis of the effect of the mixed teaching model

Since the hybrid teaching model is still being explored, the implementation period is short, and the original intention of this model is to cultivate students’ enthusiasm, interest and ability for independent learning. Therefore, it is not appropriate to use students’ evaluation tools for the feasibility and effectiveness of this model. Written test scores are used to measure the quality and effect of the mixed teaching model by analyzing the data of the student questionnaire after the mixed teaching session. In the follow-up longer-term and larger-scale research, the evaluation system can be further improved, and measurement tools such as student performance and scales can be added to form a diversified evaluation system. The statistical results of the student questionnaire show that 95% of the students believe that the blended teaching model is better than the traditional classroom teaching model and the pure online classroom teaching model. 94.1% of the students believe that the blended teaching model

makes the learning process more effective, 91.2 % Of students believe that it is beneficial to the cultivation of various abilities of collaboration, communication, and social interaction, 87.5% of students believe that it is beneficial to the training of inquiry learning, cooperative learning, and independent learning ability, and 84.3% of students believe that it is beneficial to increase teacher-student exchanges Interaction and personalized contact opportunities. 82.3% of students believe that this hybrid teaching mode is an experiential activity for sharing knowledge, discussing and solving problems. 78.7% of students believe that the role of teachers in this teaching mode is more important. Like a learning motivator and inspiration, rather than a pure teaching content transmission and presentation, 69.8% of students believe that this teaching mode is conducive to the improvement of students' innovative thinking ability, and 70.2% of students believe that it is conducive to their comprehensive quality and With the improvement of abilities, 66.5% of students believe that the blended teaching model has improved their interest and enthusiasm for learning English. It can be seen from the results of the questionnaire that the vast majority of students hold a positive attitude towards the combination of MOOC and traditional classroom teaching in college English courses.

3. Conclusion

The construction of a mixed college English teaching model in the MOOC era is a teaching practice that closely combines the characteristics of the college English subject and the development status and trends of the English subject MOOC. The learning-oriented teaching value orientation has replaced the “teaching” based teaching model, online learning, micro-class and short video teaching, experiential teaching, flipped classroom, personalized independent learning, cooperative and collaborative learning, etc. The use of a variety of teaching and learning methods is conducive to cultivating new-type talents with strong innovation ability, independent learning ability, and cooperative learning ability. The effective combination of MOOC and traditional classroom teaching mode is only a preliminary exploration of MOOC research. It is hoped that more related research can give full play to its advantages and characteristics, so that online learning can better serve higher education.

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