

# Construction of College English Blended Teaching Model Based on Internet + Platform

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**Abstract:** *With the continuous deepening of the reform of informatization teaching in colleges and universities, many disciplines, including college English and other professional courses, have launched a blended teaching model that integrates the advantages of online teaching and classroom teaching. In this mode, teaching resources are effectively integrated, students' autonomous learning awareness and ability are continuously strengthened, the teaching evaluation system is more perfect, and the efficiency of both teaching and learning is effectively guaranteed. This article takes Internet+-based college English blended teaching practice as the research object, and on the basis of expounding related concepts and theories, analyzes the specific construction and realization process of blended teaching mode, discusses its practical effects, and its current existence some of the problems and improvement methods were studied and analyzed.*

**Keywords:** *College English Teaching; Internet + Platform; Blended Teaching Mode*

## 1. Introduction

The rapid development of information technology has made the connection between the network and education increasingly close. In the process of advancing the reform of information education in colleges and universities, the blended teaching model has emerged in accordance with the development of the times and has been widely recognized. This model is an innovative practice of the traditional teaching model, and is widely used in the teaching of many professional courses in colleges and universities, including college English[1]. Relying on the Internet + platform developed, the blended teaching of college English has achieved good practical results. With the help of the knowledge modules of listening, speaking, reading and writing provided by the platform, students can make full use of the advantages of online course resources to carry out pre-class preparation activities. Teachers concentrated on explaining the important and difficult points and answering questions during the class stage. Students' autonomous learning awareness and ability have been continuously strengthened, and the efficiency of both teaching and learning has also been effectively improved. Compared with traditional teaching, the blended teaching model based on the Internet + platform has shown great advantages[2].

## 2. Basic concepts and theories

Based on the Internet + platform to develop college English blended teaching is of great significance for improving the efficiency and effectiveness of college English teaching. This teaching method also makes up for the gaps in traditional English classroom teaching to a large extent, and plays an important role in deepening the reform of English teaching and promoting the transformation of English teaching.

### 2.1 Defining the concept of blended teaching

Blended teaching is a kind of teaching model innovation that integrates online and offline educational resources formed in response to the needs of the rapid development of the information age. It is opposite to pure classroom teaching or distance online education. The core is through multi-dimensional The Blended teaching mode, through the integration of teaching organization, teaching methods, teaching environment, teaching evaluation and other teaching processes in the network and offline classroom teaching, highlights the combined advantages of traditional offline teaching modes and online teaching methods, thus forming more efficient teaching strategies,

supplemented by blended learning combining students' traditional learning methods and digital network learning, optimize the dual-agent environment of teaching and learning in an all-round way, and achieve a substantial increase in the two-way efficiency of teaching and learning[3]. The current blended teaching mode is widely used in school education and training of various companies. It has been widely recognized and promoted for its precise teaching effects, and has gradually become the mainstream method in the current teaching mode. The U.S. Department of Education once pointed out in a 2013 research report that blended teaching is the most efficient teaching method compared to single classroom teaching or online teaching. It separates both teachers and students from traditional classrooms limited by time and space. Freed from teaching, a more flexible and full-time teaching situation is realized. He Kezhe, an educational technology expert in my country, also believes that blended teaching integrates the advantages of a single classroom or network teaching, and obtains the advantage of "1+1 is greater than 2", and realizes teachers' autonomy in guiding, enlightening and supervising the teaching process and students. The best balance between creativity and active learning.

## ***2.2 The theoretical basis of blended teaching***

Based on the Internet + platform to carry out the college English blended teaching, which follows the constructivist learning theory and the humanistic learning theory. On the one hand, it emphasizes the reconstruction of teaching process, teaching environment, and teaching content to build a systematic and innovative teaching system[4]; The improvement of learning initiative.

### ***2.2.1 Constructivist learning theory***

The core idea of constructivist learning theory believes that the learning process of students is the process of constructing the meaning of knowledge in a specific social and cultural environment. Students are the main body of learning, and teachers are the tutors of students' practical learning process. Its core meaning is to help students build a more suitable environment and atmosphere. Therefore, in the blended teaching mode, teachers have fundamental significance for the construction of curriculum links and learning environment, while the combination of network teaching and classroom teaching creates a building and accumulation of knowledge for students. The best environment makes targeted and personalized teaching possible, and students' enthusiasm and initiative are stimulated to the greatest extent in this mode. In short, the blended teaching model builds an excellent environment for learners to speed up information processing, change and optimize cognition, and provide great advantages for students to build and accumulate knowledge and complete the learning process.

### ***2.2.2 Humanistic learning theory***

The humanistic learning theory, represented by Maslow and Rogers, has the core view that teaching should be student-centered, based on natural human nature, and conduct teaching activities with the pursuit of knowledge and the cultivation of learning ability as the goal. In this process, the role of the teacher is to organize and guide, and its role is positioned as a friend of the students, and the views and opinions of the students should be valued and respected. As far as the blended teaching model is concerned, teachers should play the role of organization and integration of learning and teaching resources, provide students with the best online courses and classroom learning resources, and help students achieve personalized learning from the perspective of the entire learning process.

## **3. The construction and realization process of the college English blended teaching model based on the Internet + platform.**

The blended teaching model includes network teaching implemented by the Internet + platform, classroom teaching with classrooms as the main position, and corresponding practical activities. Relying on the platform, teachers and students can obtain various resources related to the course on the platform, such as course videos, PPT courseware, test question bank, etc. Teachers can provide teaching guidance and online evaluation of students' learning on the platform, and students can self-learning is completed on the platform; classroom teaching has changed the traditional teaching method of comprehensively explaining the course, based on the students' self-learning feedback on the Internet + platform and the key and difficult points of the course to answer questions and explain the questions; practical activities are mainly on the Internet On the basis of offline classroom teaching, students are guided to apply the theoretical knowledge they have learned to practice and solve practical problems. For example, role-playing in certain situations for oral practice is a kind of practical activity.

In this process, teachers need The emphasis is on cultivating students' innovative thinking and helping students master and apply innovative methods. Online teaching, classroom teaching and practical activities are the basic content of the blended teaching model. They will be presented in three stages: pre-class preview, in-class study, and after-class review[5]. Pre-class preview means that teachers analyze teaching materials, design teaching, adjust teaching plans according to the learning situation, and students conduct course preview, discuss and exchange according to the teacher's guidance; in-class research means that teachers explain important and difficult knowledge by answering questions and solving puzzles, and organize students discuss, report on courses, and complete in-class tests, while students actively participate in the classroom and complete the content of the course under the guidance of teachers; after-class review is when teachers assign homework, conduct teaching reflections and summaries, and students review homework and complete homework. The following will specifically discuss the construction process of the Internet+-based blended teaching model for the three stages.

### ***3.1 Pre-class preparation stage***

In the pre-class preparation stage, the tasks that teachers need to complete include conducting pre-school analysis, formulating teaching goals, integrating teaching resources, and publishing pre-study tasks. First of all, pre-school analysis means that teachers should systematically analyze the students' learning situation, self-teaching ability and teaching resources in advance, so as to know themselves and the enemy, so as to ensure that they can effectively control every link in the teaching and make the teaching process more comfortable. Secondly, teachers should use the pre-school tests and discussion communities on the Internet + platform to design and formulate classroom teaching goals based on the results of pre-school analysis and their usual understanding of students' learning characteristics and styles. This goal can neither be high nor far away. Too narrow. Thirdly, teachers should focus on the curriculum, collect and organize extensively, aggregate online and offline related teaching resources, and select high-quality courseware such as video courseware. In practice, video resources are the most popular among students and have the best learning effects. Teachers should take care of it. As far as students' preference for such resources are concerned, they attach importance to the collection and release of video teaching resources. Finally, teachers need to translate the pre-class preparation requirements for students into a list of learning tasks and publish them on the relevant sections of the Internet + platform, and guide students in the preparation activities. For students, the pre-class stage is to be in the form of a group, according to the pre-study requirements put forward by the teacher, use the course resources on the Internet + platform to complete the pre-study, and lay a good foundation for the subsequent stage of advanced learning. In the preview process, you can first try to find answers to the questions and doubts discovered through information exploration, study group discussion and other forms. Finally, the remaining questions should be recorded, uploaded to the platform, and fed back to the teacher.

### ***3.2 In-class research and analysis stage***

The in-class stage is conducted in a traditional face-to-face classroom. Its basic activities include guidance, discussion, presentation, comment, etc. The core task of the in-class stage is to address the important and difficult knowledge of the course and the questions raised by the students in the preview stage. Explain, and guide and organize students' classroom learning activities, including group discussions, preview results display and report, practical activities, etc. The classroom research and analysis process is the process of students' deepening and expansion of knowledge. It still takes the student as the center and the main body to promote the implementation. Classroom teaching can give full play to the advantages of face-to-face communication and interaction between teachers and students, and help students concentrate and teach. Increased participation. In this process, teachers should fully respect the students' dominant position, actively play their guiding, organizing, and supporting roles, answering questions through group discussions and supplementary explanations, and combining the Internet + platform for the statistics of students' online learning activities. Make comments on the performance, knowledge mastery, etc. before and during class[6].

### ***3.3 Review stage after class***

The after-class review aims to consolidate and deepen the understanding of the knowledge learned, and expand the depth and breadth of knowledge. For teachers, it is helpful for teachers to discover the strengths and weaknesses in the teaching process during the process of completing classroom reflections and summaries, to further understand students' learning feedback, and to self-evaluate

teaching based on this, forming guidance for future teaching sexual experience materials. In the review process after class, students can complete review tasks based on the relevant functional modules provided by the Internet + platform, such as using the platform's online test function to carry out tests in class, so as to accurately understand their mastery of the key and difficult knowledge of the course. Teachers should give full play to the role of guidance and organization, require and supervise students to complete tests in a timely manner, and conduct after-class reflections and summaries on the basis of student tests, consolidate what they have learned, and strengthen the effectiveness of learning. At the same time, you can also use the interactive discussion function of the platform to communicate with teachers and learning partners in a timely manner, share learning experience in the review phase, reflect on classroom performance, discuss further problems and doubts found, and get teachers and learning partners in a timely manner. Students' instructive suggestions, while discussing the practical application of theoretical knowledge, and enhancing self-innovation and practical abilities.

### ***3.4 Constructing an evaluation system***

For any kind of teaching mode, assessment and evaluation are indispensable and important links. Through timely and systematic evaluation, teachers can have a comprehensive understanding of students' academic conditions, thereby guiding the formulation of teaching goals and the adjustment of teaching plans. For students, evaluation can promote students to objectively recognize themselves, clarify their mastery of course knowledge, understand their learning preferences and styles, and provide references for future learning. In the blended teaching mode, the evaluation system is established based on the multi-level evaluation function provided by the Internet + platform, which has the characteristics of more diverse evaluation subjects, more comprehensive evaluation content, and more diverse evaluation methods. First of all, as far as the evaluation subject is concerned, the traditional classroom teaching evaluation subject is relatively single. The teacher is almost the only subject. Its authority is unquestionable. Students are in a passive position. As a single subject, the teacher inevitably has subjective and one-sided evaluation. This has led to a lack of fairness in evaluation and student resistance. The evaluation system of the blended teaching model has changed from a single, linear evaluation subject to a multi-subject structure. Student self-evaluation, teacher evaluation, platform evaluation, and other students' mutual evaluations together constitute a diversified evaluation system, which improves the objective and fairness of evaluation. At the same time, the students themselves and other classmates are the subject of evaluation, which effectively stimulates students' autonomy and initiative, improves students' enthusiasm for teaching, and exercises students' reflection and exploration ability. Secondly, in terms of assessment content, compared with the traditional teaching assessment model that only pays attention to the understanding and mastery of knowledge and skills, the assessment content of blended teaching is more comprehensive. Both relying on the Internet + platform to achieve the assessment of the mastery of the course content, there are also evaluations of group activities, classroom participation performance, completion of practical activities, comprehensive English language application ability, etc., which has truly realized the transformation from "theoretical cognitive type" to "ability application type"[7]. Finally, the evaluation model has more diverse methods, including process evaluation and summative evaluation. Process evaluation consists of classroom observation, learning log, web log, online record, online evaluation feedback, student self-evaluation and mutual evaluation, etc. The content composition, the summative evaluation is arranged by the school uniformly, the main method is to organize the students to participate in the comprehensive test at key time points such as the mid-term and the end of the term, and the process evaluation is given a certain proportion of the final evaluation results.

## **4. The practical problems and improvement of college English blended teaching based on the Internet + platform**

The practice of college English blended teaching based on the Internet + platform should face up to the problems existing in current teaching practice and adopt targeted strategies for the remedy. The following will focus on the three aspects of the teacher's workload is too heavy, the students' academic tasks are too many, and the difficulty of student management is increasing to put forward specific problems and countermeasures.

### ***4.1 The workload of teachers is too heavy***

Blended teaching involves both online and offline teaching positions at the same time, which

invisibly increases the workload of teachers and poses challenges to teachers' responsibility and patience. Compared with traditional single classroom teaching, blended teaching in this mode, teachers need to complete more work to effectively organize teaching. For example, teachers need to collect and organize more teaching resources before class, and make them into the teaching format required by the platform for uploading. In addition, teachers need to complete academic analysis, watch students' preview records online, make adjustments to teaching goals and plans based on this, and answer questions online, guide students to complete assessments, assign homework, download learning data, and grade students, even after the classroom teaching is completed, students can also ask the teacher questions online, which will increase the teacher's workload invisibly. Therefore, the blended teaching model should be improved in the settings of teaching assistants or student representatives, and the workload of teachers should be broken down by adding transitional role configurations between teachers and students, and teachers' work efficiency should be improved. Specifically, a special person can be arranged as a teacher assistant to provide necessary assistance in teaching preparation, resource arrangement, teaching process, etc., to effectively resolve the problem of insufficient teaching effect caused by the heavy workload of teachers, which undoubtedly can effectively improve college English. The blended teaching effect promotes the improvement of students' English proficiency.

#### ***4.2 Students have too many academic tasks***

The blended teaching method is flexible and has a good effect of cultivating students' autonomy. However, because students need to study more courses by themselves and need to participate in more frequent learning activities, the academic burden on students is also heavier. In addition to English courses, some colleges and universities also arrange two or so blended teaching courses in one semester. Students need to invest a lot of time and energy for this. Too much schoolwork pressure and burden may even make students feel resistant. On the contrary, suppress their enthusiasm and motivation for learning. In fact, too much course content is easy to form a piled state, which squeezes students' thinking, imagination, and creativity. Therefore, colleges and universities should strictly control the number of blended teaching courses. For English subjects, they should clarify the key content and set up compulsory and elective modules. , Concentrate students' energy on core knowledge and skills, and choose other content appropriately to optimize the effectiveness of the course. On the one hand, teachers need to streamline teaching content and teaching resources necessary to create a teaching curriculum system with core skills as the main body, supplemented by comprehensive diversified knowledge content, so that it can be detailed and appropriate, and continuously improve student learning effects on the other hand, teachers should create topic-based English quality courses. Through the realization of topic teaching, students can effectively realize the serialized mastery of knowledge, which is of great significance for improving the effect of English learning.

#### ***4.3 The difficulty of student management based on the Internet + platform has increased***

Although the current information technology has been rapidly developed, and the functions of information-based teaching platforms such as Internet + platforms have become increasingly powerful, laying a good foundation for the development of blended teaching models, it is inevitable that some network technology problems will still appear frequently, coupled with specialization with the absence of network administrators, many technical problems cannot be resolved quickly, such as poor platform stability, insufficient teaching resources, small data capacity and poor compatibility, and insufficient quantitative statistical indicators for online learning. The follow-up understanding and the effect of guiding intervention are limited. Therefore, in practice, the further improvement of the technical platform needs to be strengthened. On the one hand, it is necessary to introduce high-level network management technical personnel to carry out necessary management and maintenance of the information teaching platform, and actively solve the various problems in the use of the platform. Question: On the other hand, we should also actively improve the network technology application ability of professional subject teachers, and actively organize various information technology training work, so as to continuously improve the information literacy of professional teachers, so as to ensure that the development of blended teaching can be promoted smoothly.

### **5. Conclusion**

Blended teaching integrates online teaching and classroom teaching, and superimposes the advantages of the two. Teaching is carried out in an online and offline manner, which greatly enriches

educational resources and optimizes the environment for students to build and accumulate knowledge. Enhance students' independent learning ability, change students' access to knowledge, and meet students' individual development needs. The blended teaching of college English based on the Internet + platform has proved to be an effective teaching mode in practical applications. It effectively integrates English language knowledge with the training of listening, speaking, reading and writing skills. Students can learn according to their own learning interests and the level of knowledge mastery can be selected to learn relevant online courses, and make full use of fragmented time to improve English language application ability. This mode is not only an innovative practice of college English informatization teaching, but also an effective mode to improve the efficiency of both teaching and learning.

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