

Research on the mixed teaching model of college English under the new media

Cui Wei

Liaoning Institute of Science and Technology, Benxi, China

Abstract: *Under the new media environment, college English is facing a new teaching reform in the process of teaching. Making good use of new media can effectively exert the advantages of the mixed teaching mode, and help students improve their learning ability and comprehensive quality in an all-round way. Based on the background of new media, this paper studies the mixed teaching of college English, and analyzes the teaching approaches from the aspects of integrating teaching models and building new teacher-student relationships.*

Keywords: *New media; College English; Mixed teaching; Teaching evaluation system*

1. Introduction

The traditional foreign language teaching mainly focuses on the offline classroom. Its main teaching paradigm is: teacher+textbook+simple multimedia+student. The classroom mode takes the teacher's classroom explanation and the students' listening as the main axis. The teacher uses chalk, blackboard writing or various simple multimedia and PPT as teaching means and methods to impart knowledge to the students. The teacher is the imparter and indoctrinator of knowledge, and the students are mostly passive receivers. In the classroom, the teacher performs and speaks to himself alone, and the students sleep on their stomach or play mobile phones, or even skip classes. The protagonist in the class is the teacher, while the students are the audience and the audience. It is difficult to give full play to the students' cognitive subject role. The students are not enthusiastic in class, ask questions without thinking, and muddle through. The traditional teaching content is mainly centered on the textbook, explaining the text words, language points, content analysis, reading aloud, etc. The course content is based on the unified teaching materials specified by the school. Each semester has a fixed teaching content and teaching tasks to be completed within the semester. The final exam is directly linked to the content of the class, and the exam covers the content of the textbook. Therefore, in order to complete the teaching task and respond to the exam, there is little time to expand other contents in the classroom. It is difficult for students to carry out meaningful discussions in the classroom, and students' comprehensive problem-solving thinking and innovative thinking cannot be cultivated. In addition, some teachers, influenced by their years of teaching experience, still teach according to their own teaching concepts and teaching methods. The application of Internet teaching methods is often a mere formality, and they are somewhat unprepared in the face of the impact of new network teaching. Finally, the traditional teaching evaluation mainly focuses on classroom performance and paper performance, which means that online teaching is not valued and smart classroom equipment becomes a decoration. The classroom atmosphere under this mode is dull, the teaching effect is poor, and the relationship between teachers and students is alienated, which is incompatible with the rapidly changing information age.

With the application of information technology, college English teaching is facing severe challenges. Only by actively using various advanced teaching tools and enriching the teaching content can we promote the smooth development of mixed teaching and help college students learn English well.

2. An analysis of the value of blended college English teaching in the new media environment

In the new media era, the mixed teaching method has obvious advantages. Only by defining the characteristics of teaching can we ensure the smooth development of teaching and achieve teaching objectives.

2.1 Integration of traditional learning mode and web-based learning

The essence of the mixed teaching mode is to integrate traditional learning methods with online learning. This mode can fully display the advantages of teaching and make the two different teaching modes fully integrated. In the traditional teaching mode, teachers are often the main object of teaching work, while students are in a passive position. Only teachers can control the teaching process, plans and steps, resulting in low participation of students and poor teaching results.

The network teaching mode makes full use of the network platform, comprehensively optimizes and adjusts various types of teaching resources, and finally highlights the advantages and characteristics of teaching^[1]. Such a teaching mode can improve students' ability of independent learning and innovation. The mixed teaching mode is to integrate various teaching modes, give play to their respective teaching strengths, and form a new teaching mode. This teaching mode is an innovation of the traditional teaching mode, helping the smooth development of future teaching work and helping students develop a good learning style.

2.2 Expand the teaching space of courses

Entering the new media era, the scope of college English teaching has been greatly expanded. In the process of teaching, the traditional teaching forms are often limited to the classroom, and the teaching work will be limited by time and space, unable to achieve flexible teaching. The hybrid teaching can effectively give play to the teaching advantages of the network platform. Teachers can use various resources on the Internet, and share these resources with students to help them prepare for learning, so as to meet the actual needs of teaching.

In the specific teaching work, we can make full use of multimedia teaching resources, carry out targeted teaching, and form a three-dimensional teaching model. Classroom teaching needs to use the network platform to further obtain more teaching information and help students deepen their knowledge points. Mixed teaching can provide more convenient supervision, effectively connect classroom teaching and online teaching, and help students learn.

2.3 Create a good teaching atmosphere

The mixed teaching mode can improve the actual teaching effect and create a good teaching atmosphere. In the traditional teaching work, classroom teaching is often affected by many factors such as environment, which makes teachers always adopt a consistent teaching mode, leading to new differences between teaching knowledge and teaching objectives^[2]. Such a teaching mode can not keep students in a good learning atmosphere all the time. College English teaching should actively use the mixed teaching mode to make the teaching work more targeted and provide a good learning atmosphere for students.

3. Approaches to the construction of mixed teaching mode of college English in the new media environment

3.1 Effective integration of teaching mode

In teaching, foreign language educators have been seeking an efficient teaching model to help students master foreign language knowledge. Under such teaching pressure, the university teaching should deepen the reform, combine the actual teaching situation, and meet the learning needs of college students. For example, we should actively adopt natural teaching methods, situational teaching methods, listening and speaking teaching methods, etc. to help students have a more comprehensive extension in the process of learning language. In a variety of teaching methods, there are always some problems, such as the lack of targeted teaching, which can not effectively solve the shortcomings of the traditional English teaching model. In the current teaching work, we should make full use of various teaching methods to comprehensively improve the pertinence and coverage of teaching, especially in some important teaching links, we need to actively adopt the mixed teaching mode to maximize the advantages of teaching. Teachers should strengthen the research on different teaching modes and find the advantages and disadvantages of different teaching methods.

3.2 Building mixed teacher-student relationship

The mixed teaching mode can improve teaching efficiency through the relationship between teachers and students. In the specific teaching work, teachers should change their dominant position in the classroom and respect students' initiative and enthusiasm, which can help students improve their participation. Teachers should do a good job of classroom guidance, so that students have more free space for activities, and provide more learning opportunities for students. English learning can be divided into different learning groups, so that students can analyze and discuss the problems in learning. Teachers should give full play to the advantages of various types of Internet resources. In the pre class preparation stage, they can use network technology to make courseware, actively collect some resources related to course content, and comprehensively improve the teaching effect. In teaching, in order to ensure that students have a high degree of participation, online teaching and offline teaching can be organically integrated to help students learn independently^[3]. For teachers, online homework correction, question answering and question solving and other means can be used in the teaching process to improve the teaching effect. We should also use the network course making technology to give play to the guiding role of network teaching and help students learn more knowledge points.

In order to meet the requirements of college students' personalized learning, appropriate expansion can be carried out based on different teaching contents to provide more teaching resources for students. For example, in the teaching of English reading for students, we can not only prepare some reading content for students in class, but also guide students to independently collect some excellent reading resources. After class learning and teaching are linked to form a three-dimensional teaching model. In order to grasp students' learning progress and dynamics, we can establish a WeChat group or QQ group to share and exchange various learning resources in the group, so as to maximize the effect of online teaching.

3.3 Improving College English Curriculum Design

New media has provided opportunities for the reform of college English curriculum design, especially after the use of various information technologies, which has enhanced students' interest in the content and form of the curriculum and promoted the development of personalized teaching. The current mixed teaching mode is a teaching method that can combine the traditional teaching mode with the modern teaching mode. Its fundamental role is to fully ensure that teachers have more teaching ways and measures in the teaching process, and provide students with more perfect teaching content^[4]. With the development of teaching work, mixed teaching is not a simple replacement teaching mode, but needs to actively use various teaching modes to form a dual subject of teaching mode with the development of teaching progress. Teachers can give prominence to their guiding role in English teaching, and students always maintain a high degree of autonomy in the learning process. This dual subject teaching mode has become the main direction of the future development of teaching. In the teaching work, we also need to make targeted design for the teaching content, actively use new media to design and optimize the teaching courseware, so as to meet the actual needs of teaching work. In this context of curriculum design, teachers should give full play to the enthusiasm of students, guide students in an all-round way, and give play to the teaching effect of curriculum design.

3.4 Building a comprehensive evaluation system

In the teaching process, an orderly teaching environment is often required. For the mixed teaching objectives, a good evaluation system is required. For example, a comprehensive evaluation system can objectively evaluate students and provide a reference for teachers to prepare curriculum content^[5]. According to different learning progress and learning ability, different teaching plans should be formulated to meet the needs of students, so that students can learn the knowledge they need and improve their comprehensive English ability, which is the basic link of English teaching reform.

4. Hybrid teaching design of college English course

4.1 Construction of mixed teaching resource database for college English courses

The content of the teaching resource database mainly includes theme-related cultural background knowledge, text content explanation, theme-related audio and video materials, text language knowledge points, learning tasks of each unit assigned by teachers, and task notifications. The contents of each

major section should be completed individually or in groups within the set time. The construction of the resource base should follow the practical principle, and select the materials they are willing to understand in combination with the characteristics of the times. In the current context of the new liberal arts, the construction of the resource base should also consider the embedding of ideological and political content. The content selection should take into account the students' basic level, English scores in class division, topics of interest and learning approaches. These information can be obtained through questionnaires and interviews, so as to adjust the content, difficulty and creation style of the resource database in a timely manner. The content orientation should be positive and consistent with the national requirements for talent cultivation. The audio and video materials make use of the sounds, graphics and scenes as much as possible to concretize the abstract materials, provide students with a visual and interactive learning environment and a comprehensive multi-sensory stimulation with pictures and texts, and create an immersive "learning situation" for students. Superstar Learning Link, in conjunction with the technical department, organizes and classifies the resources contained in the platform scientifically and reasonably, and guides students to learn to identify effective information and make correct use of the numerous educational resources on the network.

4.2 Design of mixed teaching mode for college English

4.2.1 Attendance mode.

The classroom is the main battlefield of students' learning and the main place for teachers and students' activities. In order to ensure the smooth development of teaching activities, certain rules are needed to restrict them. The number of students in college English class is relatively large, and the traditional roll call method takes several minutes, which is time-consuming and laborious. The sign-in mode of Superstar Learning Pass can help teachers complete the classroom sign-in in a very short time. The teacher will release the sign-in message through the Learning Pass at the designated time, let students complete the classroom sign-in according to the instructions, and then complete the classroom tour at the same time, check the approximate number of students, and check the attendance of students in the classroom, so as to facilitate the classroom management and the hourly performance assessment. Since the platform system will automatically record and save the situation of each check-in, it can provide objective basis for each student's usual performance and process assessment fairly and justly.

4.2.2 Interactive mode.

Foreign language is a language. One of the ways of language acquisition is to interact with people face to face. Classroom interaction "is a kind of language communication activity, which is a good opportunity for students to learn and practice language, especially for students in foreign language classroom". The fact that college English classroom space is too large, the number of people is too large, and the interaction is difficult to carry out is that learning can effectively solve this problem. First of all, teachers can release interactive topics with the help of the "discussion" section of Superstar Learning Communication, and ask students to upload videos of their own opinions, which are not limited by time and space. This is a good opportunity for students who are shy of speaking in front of the public in class to express themselves. Secondly, we encourage you to comment on other students' videos and leave comments and debates below this module, so that you can learn from each other and supplement your views and broaden your own ideas. Thirdly, teachers can set up a certain reward mechanism to guide students to select some excellent ideas to explain and guide in class. At the same time, when checking students' learning tasks in the classroom, teachers can also use the way students like to shake their mobile phones, randomly select people, or preemptive answer mode to give students the opportunity to actively participate in classroom interaction.

4.2.3 Assessment mode.

College English performance assessment includes process assessment, mid-term assessment and final assessment. It can be divided into online assessment and offline assessment. Combined with the teaching activities of each major section on the Learning Communication platform, the process assessment is divided into attendance, students' utilization of resources, question answering records, platform utilization records, the number of assignments submitted, homework completion, online test records, classroom participation, summary and reflection, etc. Mid-term assessment can also be completed on the Learning Pass. The test questions are extracted from the test questions database and distributed to the designated class. The students submit them according to the set time, and the teacher can view the system's automatic scoring score and answer situation. Through the Superstar Learning Communication platform, teachers can check the classroom activity records, learning tracks, grades

and class rankings of any student at any time and anywhere. The platform records can provide convenient and objective data for teaching assessment.

5. Conclusions

In the future teaching work, it is also necessary to fully ensure that the teaching work can adapt to the changes of the times, actively adopt mixed teaching methods, comprehensively improve the teaching effect of college English, comprehensively improve the comprehensive quality of students, help students learn more English knowledge, and meet their learning demands.

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