

On the Application of Blended Teaching Mode in the Course of English Speech

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ABSTRACT. *In the era of Internet popularization, teaching approaches have become diversified, online and offline teaching methods have gradually integrated and created a broader learning space for students. Blended teaching mode has emerged. The advantages of this teaching mode have been affirmed by the majority of teachers. This paper focuses on the application value and strategy of blended teaching mode in English speech course.*

KEYWORDS: *Blended teaching mode, English speech course, Value, Application*

1. Introduction

Blended teaching mode is the combination of online and offline teaching. With the support of rich materials, it can promote students' in-depth learning and meet their learning needs after class. The emergence of this teaching mode makes up for the inadequacy of traditional teaching mode in time, space and content, breaks the limitations, and is of great benefit to the improvement of teaching efficiency. However, due to the short time of online teaching in China, teaching research and practice are still in the primary stage, and this subject needs further study.

2. The Application Value of Blended Teaching Mode in English Speech Course

2.1 Make Up for the Lack of Time in Class

Students' learning time in the classroom is limited, teachers are often difficult to complete the prepared teaching tasks in a short time of 45 minutes, and there is no enough time for students to review, discuss and practice, so many tasks need to be completed by students after class. However, after class, students lack a unified learning platform, teachers also need to use this platform to guide and supervise students. Blended Teaching solves this problem very well. By building an online learning platform, students can learn with the help of the information uploaded by teachers on the platform after class, and can communicate with classmates and teachers online. For students, they have obtained guidance, for teachers, they have strengthened the control of students' learning after class, and there is no need to worry about the problem of time shortage [1].

2.2 Enrich Students' Learning Materials

The course of English speech requires students to have a high level of English knowledge. Our ultimate goal is to improve the level of students' impromptu English speech, so that they can develop their abilities of flexible thinking and quick response. To achieve this goal, students need to broaden their horizons, expand their knowledge and enlarge their knowledge accumulation. Obviously, textbooks cannot meet these needs. We must provide students with a variety of learning materials. By combining online and offline teaching methods, the blended teaching mode enables students to access a large number of extracurricular learning resources, including more types of knowledge, which are presented in different forms such as text, video, pictures, etc., which is more beneficial to the improvement of students' speaking and thinking ability, and also makes the learning process more interesting.

3. The Application Strategies of the Blended Teaching Mode in the Course of English Speech

3.1 Build Online Learning Platforms

There be many online learning platforms. Nowadays, the development of major network platforms provides more choices of online teaching for students. Teachers should create multiple online learning platforms based on the needs of students and the characteristics of speech and speculation courses. At present, the common platforms for online learning are School Online, Wisdom Tree, MOOC and so on[2]. Students can obtain massive learning resources on these platforms and listen to lessons with tens of thousands of people. Teachers can also create their own web pages. On the web pages, students can browse the materials uploaded by teachers, interact in the comment area, and put forward questions and suggestions to teachers. At the same time, Wechat and QQ discussion groups and forums can be used as auxiliary small learning platforms to facilitate communication and discussion between teachers and students, and publish some students' learning achievements. Building multiple learning platforms is the first step for the implementation of blended teaching. Teachers should pay attention to the maintenance of each platform and listen to students' feedbacks in time.

3.2 Collect and Upload Learning Materials

Online learning materials can be provided by teachers, and students can also collect and circulate information independently. Learning materials can be presented in various forms. For example, collect the speech materials of Steve Jobs at the first apple mobile phone conference, translate and recite, master the main sentence patterns and copy a speech. Students are no strangers to Steve Jobs, CEO of apple. This material can arouse their interest and cultivate their thinking ability and language organization ability in the process of translation and copywriting. Online learning materials are more videos, which can catch the students' eyes. For example, at a recent press conference held by the Ministry of Foreign Affairs on the issue of epidemic situation, the head of the Ministry of Foreign Affairs answered the questions and sentences of the reporters incisively. The video focuses on the English translation after the speech of the Ministry of Foreign Affairs, which is not only accurate, but also concise and highlights the key points, which students need to learn. The online course is also an important learning material. Unlike the open video, the content of the online course is a more detailed and targeted explanation of knowledge [3]. Teachers can collect online class video materials for students, or record and send the teaching video to students in combination with the unfinished tasks in class, so that they can find out and fill in the gaps after class.

MOOC is an open online learning mode. Learners are distributed all over the world. It connects learners and professors from all over the world to conduct interactive learning around a topic or topic, rather than learning by video [4]. For English learning, it is more convenient for the communication between students and foreigners. Through discussion, debate and other free learning forms, the ability of speech and oral expression can be improved.

3.3 Coordination of Offline and Online Learning

Speaking of this, we can't forget that blended teaching is a combination of online and offline teaching mode. Offline teaching should also be paid attention to, and only when they complement each other can they complement each other. Offline teaching should promote, transform and test online teaching. For example, after students learn Steve Jobs's speech online, teachers in class explain the key sentence patterns and vocabulary in the speech, emphasize the learning focus, let students show their imitated speech one by one, point out the mistakes in grammar and words, and sort out the problems. Finally, the collected problems need to be highlighted in the subsequent online and offline teaching.

The offline teaching of English speech and speculation should be more practical. Students should not read and recite all the time. They should speak and practice more. Classroom teaching can be carried out in the way of situational simulation. The teacher gives a theme, and the students improvise a three to five minutes speech. The students with a little poor ability can also have 5 to 10 minutes of preparation time. For example, teachers seize the current hot topic, create a speech titled "giving professional dedication", and let students think about how to translate this topic. The literal translation of the word means "a model of professional dedication", while some students who have studied the speech video of Foreign Minister Wang Yi online on February 15 know that "seeking professional dedication" is translated as "the most beautiful rebel" [5]. Combined with the original content of the speech video, students have ideas for creating speeches, which promotes the unity of online "learning" and offline "using".

3.4 Improve the Evaluation of Online and Offline Learning

Whether online learning or offline learning, it is necessary to evaluate the effect, understand the effectiveness, find out the problems, and constantly improve. Teachers need to develop an evaluation mechanism and improve the program for each link of the implementation of blended teaching. For example, due to the lack of supervision of off-line learning, many students did not complete the tasks according to the regulations, so the offline assessment results are always not as expected. In view of this situation, teachers should strengthen supervision of online learning, put forward clear requirements for the online length of students, and take the offline assessment results as the basis for the comprehensive performance assessment at the end of the semester. Only by timely evaluation can we find out the loopholes, make up for the deficiencies and improve the effectiveness of blended teaching.

4. Conclusion

The emergence of blended teaching mode is in response to the new needs of teaching in the Internet era, and it is the driving force to promote the development of education modernization and accelerate the process of education reform. The combination of online and offline teaching has distinct advantages in expanding teaching resources, extending teaching time and space, and the traditional teaching methods are incomparable. The course of English speech has a high demand for students' knowledge base, and the application of blended teaching mode has a higher demand. But in practice, teachers also need to avoid some problems, explore scientific methods, improve the effectiveness of online and offline teaching, and avoid some disadvantages of online learning.

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