

# The Construction Paths of Blended Teaching Practice Base of "Comprehensive English"

Lu Dai\*

Liaoning Institute of Science and Engineering, Jinzhou, China  
dailu\_818@163.com  
\*Corresponding author

**Abstract:** "Comprehensive English" is a professional basic course for undergraduate English majors, with the overall goal of cultivating learners' basic language skills, cross-cultural communication skills, and critical thinking abilities. Blended teaching combines the advantages of traditional offline teaching and online teaching to enhance interaction between students and teachers, thereby enhancing students' interest in learning. Taking the collaborative education project of industry and university as an opportunity, carrying out the construction of a blended teaching practice base for "Comprehensive English" has important research significance and application prospects. This article proposes the principles and paths for the construction of a blended teaching practice base for "Comprehensive English". The construction principles include: mutual benefit, professional alignment, complementarity and sharing, dynamic development, and demonstration and leadership; The construction path includes: clarifying construction goals, formulating construction plans, setting up organizational structures, formulating management measures, constructing practical conditions, developing teaching resources, developing practical teaching platforms, and strengthening guarantee measures.

**Keywords:** "Comprehensive English"; Blended Teaching; Practice Base; Construction Principles; Construction Paths

## 1. Introduction

"Comprehensive English" is a professional basic course for undergraduate English majors, used to train students' comprehensive English skills, including "listening, speaking, reading, writing, and translation", especially reading comprehension, grammar, and basic writing skills. Through blended teaching, students are helped to familiarize themselves with basic grammar knowledge, develop certain reading and writing abilities, form corresponding language sensations, and to some extent improve their language communication skills, thereby creating a good English learning atmosphere. This course is set at the basic stage of undergraduate teaching for English majors, and will take a total of two years to complete. In the first year of learning, the main focus is on strengthening pronunciation and intonation training to cultivate students' basic listening and speaking abilities, but at the same time, it does not neglect the cultivation of reading and writing abilities; In the second year of the basic stage, highlight the cultivation of reading and writing abilities, while continuing to consolidate the training of students' listening and speaking abilities. Through two years of teaching, students have strong abilities in listening, speaking, reading, and writing, as well as basic translation skills. They can successfully pass the unified English major CET-4 exam, laying a solid foundation for learning in the senior stage [1,2].

Blended teaching is a combination of traditional offline teaching and online teaching, which should not only leverage the leading role of teachers in teaching conditions and learning situations, but also fully reflect the initiative, enthusiasm, and creativity of students as learning subjects. Both "online teaching" and "offline teaching" are necessary activities, and based on the results of online learning, organized offline teaching activities with deep level and guidance [3]. Offline teaching, which involves teachers explaining and students learning in teaching activities, belongs to a relatively traditional teaching mode. As designers, organizers, and implementers of teaching activities, teachers need to explain courses at fixed times and in the classroom based on existing lesson preparation plans. Offline teaching is essentially a type of classroom teaching. During the teaching process, teachers and students can communicate directly and have strong interaction, which is conducive to establishing a good teacher-student relationship. In recent years, with the application of the Internet in the field of

education, the role of online teaching has become prominent. However, online and offline teaching can only complement each other and cannot replace each other. The mixed online and offline teaching mode will become the main development direction of future teaching. Taking the collaborative education project between industry and academia as an opportunity, in order to meet the needs of English major teaching reform, the construction of a blended teaching practice base for "Comprehensive English" is carried out, promoting professional construction and industry university cooperation [4], which has important research significance and application prospects.

## **2. Principles for the Construction of a Hybrid Teaching Practice Base for "Comprehensive English"**

It is necessary to base on the needs of practical teaching and local advantageous educational resources, establish a practical base for student internships, professional skills training, and scientific research development, provide students with a unique and highly practical practical practical education platform, cultivate students' comprehensive quality and practical ability, and improve the quality of English education. The blended teaching practice base for "Comprehensive English" is established through consultation and joint management between universities and enterprises based on the principles of "mutual benefit, professional alignment, complementary sharing, dynamic development, and demonstration guidance".

### ***2.1 Principle of Reciprocity and Mutual Benefit***

Mutual benefit is based on the principle of bringing significant benefits to both parties, bringing convenience to each other and benefiting each other. Schools and enterprises, as different stakeholders, have different social responsibilities and functional positioning, and can benefit both parties through various channels. Although internships at practical teaching bases have solved some human resource problems for enterprises, utilizing the facilities and equipment of practical teaching bases and receiving guidance from enterprise technical personnel will inevitably bring burden to enterprises. In order to achieve long-term development, while fully utilizing enterprise resources, it is also necessary to create benefits for the enterprise. Enterprises can leverage the scientific research advantages and teaching staff of the school to solve production technology problems and provide personnel training, making the practice base a link for establishing cooperative relationships between the school and the enterprise.

### ***2.2 Principle of Professional Alignment***

The professional positions provided by the practical teaching base are suitable for the majors that students are studying, or can utilize students' professional knowledge or skills. The construction of practical teaching bases should be in line with the school's professional teaching and talent training goals, meet the requirements of relevant professional training, achieve a high professional matching rate, and improve the degree of compatibility between majors and industries. To build a practical teaching base, in addition to considering the size and strength of the enterprise, the focus is on identifying whether the enterprise can provide corresponding equipment and internship environment for students' internships, as well as corresponding professional internship content, to avoid professional mismatch. At the practical base, school should provide students with more opportunities for English communication, learn English through perception, experience, practice, participation, and cooperation, and improve their practical language skills.

### ***2.3 Principle of Complementarity and Sharing***

The construction of practical teaching bases should adhere to the principle of "complementary advantages and resource sharing". Both parties should fully leverage their respective advantages in technology, talent, culture, and information resources, effectively carry out practical teaching work, and cultivate high-quality applied English talents for society. The advantage of enterprises is that they can improve the practical application environment of English for students, which is precisely what is lacking in English teaching in universities; The advantage of universities is that they have gathered a large number of high-level English translation talents, which can provide enterprises with a large number of high-level English translation services. By building practical bases, connecting with local industries, collaborating, complementing advantages, sharing resources, consolidating strength, and developing together, we have laid a solid foundation for cultivating high-level technical and skilled

English talents that meet market demands. At the same time, we should provide the necessary applied human resources for the development of enterprises and enhance the enthusiasm for cooperation between enterprises and universities.

#### ***2.4 Dynamic Development Principle***

The industry competition is becoming increasingly fierce, and the industrial structure is constantly adjusting, especially with the continuous development of science and technology, enterprises are always in a dynamic development. Therefore, the construction of practical teaching bases will implement dynamic cooperation and development. For enterprises with good conditions, stable development, and active cooperation intentions, relatively fixed bases can be established, while some practical teaching bases need to be dynamically adjusted according to actual situations to ensure the quality of practical teaching. The practical teaching base conducts in-depth cooperation around practical teaching, scientific research, innovation and entrepreneurship, and develops unique and distinctive English courses to create an immersive English learning environment for students, promote the integration of industry and education between schools and enterprises, and innovate to lead industry school cooperation, collaborative education, and the development of the industrial chain.

#### ***2.5 Demonstration and Leadership Principles***

Building a high-level practical teaching base is an important way for higher education institutions to strengthen connotation construction and improve teaching quality. It should fully play a leading and exemplary role and create a distinctive English curriculum system. Especially in the context of deepening the reform of higher education and gradually improving the education system, higher education institutions should choose some large-scale enterprises to engage in high-quality cooperation within a certain period and scope. Alternatively, higher education institutions should select representative enterprises as the center of practical teaching bases, and then select relevant enterprises as the base expansion. Focusing on the four major themes of language learning, literary reading, Chinese stories, and the window to the world, we aim to truly implement the educational philosophy of the curriculum in English teaching, immerse college students in the stage of literature and the English world, and continuously radiate the influence of the English subject base.

### **3. The Construction Path of Hybrid Teaching Practice Base for "Comprehensive English"**

The construction of a blended teaching practice base for "Comprehensive English" is a complex task, and the construction of a teaching base can effectively promote the expansion and deepening of practical teaching reform content. During the construction process, a detailed implementation plan needs to be developed, and coordination and cooperation among all parties are required. It is essential to participate in relevant literature, propose multiple construction paths, and fully utilize the efforts of multiple paths during the implementation process.

#### ***3.1 Clear Construction Objectives***

The construction of the "Comprehensive English" practical teaching base should focus on cultivating students' English application ability, making it an important venue and carrier for practical teaching activities. According to the teaching requirements of English majors, the professional practice teaching is relatively stable, the supporting infrastructure is progressiveness, the educational, economic and social benefits are exemplary, the management mode and operation mode are standardized, and the combination of theoretical teaching and technological development is close. The professional practice teaching should rely on the cooperation between schools and enterprises to build a "Comprehensive English" teaching base, starting from reforming the guidance and evaluation of comprehensive English practical teaching, introducing the latest research results of the English subject, fully leveraging the role of off campus practical teaching bases, and improving the richness and practicality of comprehensive English practical teaching content.

#### ***3.2 Develop a Construction Plan***

If everything is anticipated, it will stand; if not anticipated, it will be abandoned. The 'pre' here refers to the plan. A sound plan is the foundation for orderly work and has the effect of achieving twice

the result with half the effort. Preparing a plan requires a lot of work: clarifying goals, breaking down tasks, determining progress, and allocating resources. A plan is a personal work guide that assigns task responsibilities to both the organization and individuals; The plan is the basis for inspecting and monitoring the progress of the construction process, and timely identifying problems. The initial plan needs to be refined, modified, and further refined to form a complete plan map. During the construction process, control the implementation plan, inspect, compare, analyze, and adjust the progress. If it is found that the actual progress deviates from the planned progress, analyze the reasons for the deviation, find solutions to the problem, and modify the original schedule.

### ***3.3 Set up Organizational Structure***

The organizational structure of the school enterprise cooperation in the construction of practical teaching bases consists of three parts. Firstly, a leadership group is established jointly by the school and local government to make decisions on relevant issues during the cooperation process and comprehensively lead the construction of practical teaching bases. The second is the office, under the leadership group, which is responsible for the specific organizational management and daily affairs of the practical base construction, and coordinates the implementation of the base construction content and plan. Thirdly, the working group is responsible for the construction of the practical teaching base, formulating practical teaching plans, and implementing various tasks of the base construction. Special emphasis should be placed on the participation of English teachers in the organizational structure, as the teaching of "Comprehensive English" is highly specialized, and the construction of practical teaching bases needs to meet the needs of professional development and meet the needs of cultivating students' comprehensive English abilities.

### ***3.4 Develop Management Measures***

Off campus practical teaching base is a bilateral activity between the school and the unit where the base is located. Based on the actual situation, it explores the establishment of sustainable development management models and operating mechanisms, establishes rules and regulations related to practical teaching operation, student management, and safety assurance, and continuously promotes the smooth implementation of various tasks in the construction of practical education base. It is necessary to conduct irregular inspections of project construction, including project progress, fund utilization, major issues during construction, and improvement measures; Develop specific standards for the acceptance of the practice base, including the achievement of construction goals and tasks, iconic achievements achieved, experience analysis, and fund utilization. In the management measures, special emphasis should be placed on cultivating comprehensive English proficiency, avoiding teaching activities unrelated to English as much as possible, and even preventing students from engaging in other production activities as cheap labor.

### ***3.5 Construction Practice Conditions***

The school should strengthen the hardware construction and investment of the practice base, including teaching venues, teaching equipment, office conditions, and teaching conditions[5]. Assign dedicated personnel to be responsible for daily opening and maintenance of the equipment, venues, and facilities required to complete practical teaching tasks, ensuring that the project is completed with quality and quantity. Finally, a multi-functional comprehensive practical teaching base will be built with a real environment and martial arts atmosphere, integrating teaching, internship, skill training and assessment, to meet the needs of English major students in practical teaching. As a product of scientific and technological progress, digital language laboratories are gradually being applied to English education in universities, playing a role that traditional teaching methods cannot replace [6]. The blended teaching practice base for "Comprehensive English" requires the construction of a digital language laboratory, covering content such as videos, audio, teaching, and exams, to achieve optimal English learning outcomes.

### ***3.6 Developing Teaching Resources***

Teaching resources are the materials and various available conditions provided for the effective implementation of teaching activities, usually including textbooks, cases, films, pictures, and courseware, as well as teacher resources, teaching tools, and infrastructure. They are the sources of teaching materials and information. In the era of network informatization, the development of English

teaching resources increasingly relies on educational technology to guide the comprehensive design of teaching processes and resources. This not only creates an English language environment, but also makes teaching resources diversified, digitized, three-dimensional, and networked. The ultimate goal of developing English teaching resources is to cultivate students' language application ability. The use of English teaching resources to cultivate students' language, grammar, and vocabulary abilities is an important content, promoting the transfer and internalization of language knowledge, and ultimately forming language application ability [7].

### ***3.7 Practical Teaching Platform***

The practical teaching platform is used to solve the problems of lack of practical opportunities in practical teaching and insufficient functions of teaching auxiliary software [8]. The platform construction is supported by information technology, guided by modern educational theory, and follows the basic principle of "close combination of learning and application, and practical application first" in college English teaching. It aims to create a practical teaching platform with rich knowledge, strong interaction and communication, wide practical application range, and timely resource updates, including three modules of users, functions, and resources, effectively guiding students to carry out practical activities. The practical teaching platform also provides mobile online communication functions for relevant personnel, achieving instant communication of various information such as text, video, audio, images, and files between different mobile phone users and between mobile phones and computer networks, providing convenience for communication between relevant personnel and improving communication efficiency.

### ***3.8 Strengthen Safeguard Measures***

The guarantee measures for the construction of the blended teaching practice base for "Comprehensive English" mainly include three aspects: funding guarantee, including the inclusion of the practice teaching base construction funds in the annual budget, ensuring the construction needs, and actively striving to obtain local financial special support; Institutional guarantee, formulation of effective rules and regulations and corresponding policy measures, clarification of the central position of teaching work, and improvement of the assessment system for extracurricular practice guidance teachers; Ensuring teaching quality, improve the construction of teaching quality management and monitoring system in the base, promote the refinement of teaching implementation process, improve the evaluation system of practical teaching in the base, and truly achieve a win-win situation for universities and enterprises. The Academic Affairs Office, in conjunction with relevant teaching departments and relevant departments, conducts periodic inspections and evaluations of practical teaching bases to promote the construction and standardized management of these bases.

## **4. Conclusions**

Practical teaching includes a series of cognitive, exploratory, and discovery activities, which are designed, research-oriented, and comprehensive work carried out to solve practical problems and improve innovative practical abilities. The practice base is different from traditional teaching methods and places more emphasis on cultivating students' practical abilities and innovative thinking. It is an effective way to combine theory with practice and has important significance in promoting the improvement of students' quality. The focus of "Comprehensive English" is to consolidate pronunciation and intonation, strengthen listening and speaking training, focus on grammar knowledge and writing practice, pay attention to the comprehensive development of various language skills, and highlight the cultivation of language communication ability. The blended teaching practice base of "Comprehensive English" meets the needs of training objectives. During the construction process, universities and enterprises need to regularly hold practical teaching work meetings to listen to opinions on the construction of practical teaching bases, continuously summarize and exchange practical teaching experience, and comprehensively implement construction goals.

## **Acknowledgements**

This work is supported by The Ministry of Education's Industry School Cooperation Collaborative Education Project (No. 220601339041449): Research on the Construction of Blended Teaching Practice Base of "Comprehensive English".

## References

- [1] Y. Liu. *Research on Online and Offline Mixed Teaching in Higher Vocational Colleges under the Background of Internet: Taking "Comprehensive English" as an Example*[J]. *Journal of Hubei Open Vocational College*, 2023, 36(04): 185-187.
- [2] D. Zhou. *Exploring the Innovative Practice of Blended Teaching Reform for the Core Courses of English Majors in Applied Undergraduate Universities: Taking Comprehensive English as an Example*[J]. *Overseas English*, 2023, 24(12): 129-131.
- [3] S. Y. Lv. *An Analysis of the Application Strategies of Blended Teaching Mode in College English Teaching*[J]. *Overseas English*, 2023, 24(14): 112-114+117.
- [4] T. Chen, Z. Q. Kong. *Research on the Construction of Practical Teaching Base of Application-Oriented Colleges and Universities: Taking the Construction of Everbright Science- Industry-Education Integration Practical Teaching Base as an Example* [J]. *Journal of Jilin Provincial Institute of Education*, 2023, 39(08): 87-91.
- [5] Zhou Moling. *Research on Internship and Practice Base Construction for Non-teacher English Majors* [J]. *Education and Teaching Forum*, 2020, 11(28): 324-325.
- [6] M. Peng. *The construction value of digital language laboratory and its application in college English teaching*[J]. *Overseas English*, 2021, 22(05): 56-57+84.
- [7] H. Y. Sun. *Develop English teaching resources to cultivate students' language application ability*[J]. *Food Research and Development*, 2023, 44(15): 235.
- [8] J. G. Jiang. *Structure and Application of Practical Teaching Platform of Information Business English* [J]. *Theory and Practice of Contemporary Education*, 2019, 11(1): 122-126.