

Research on English Teaching in Middle School under Blended Teaching

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ABSTRACT. *The development of the Internet has facilitated teaching. Compared with the traditional teaching mode, blended teaching has played an important role in the process of English teaching. This article mainly give a brief introduction of the blended teaching, the problems existing in teaching, and the construction of blended teaching mode. Through blended teaching, cultivating students' motivation and the effectiveness of English is improved.*

KEYWORDS: *Blended teaching; Middle school English; Online teaching; Offline teaching*

1. Introduction

Blended teaching is a combination of online learning and traditional teacher-student face-to-face teaching to optimize the teaching process. At present, more and more Internet platforms have emerged. To help teaching, teachers should seize the opportunity to help students with online and offline teaching modes. The choice of teaching mode is mainly based on the following three aspects, teaching objectives, teaching content and learners. The sole purpose of teaching is to improve efficiency. Online and offline blended teaching has greatly improved the learning efficiency of students. The online platform contains a lot of rich teaching resources and various teaching activities, which can greatly motivate students' learning in the course teaching, break the traditional teacher-centered teaching mode, and convert into a student-oriented teaching mode. In terms of teaching content, online teaching teachers can present students with abundant knowledge content related to this lesson, and the knowledge points are more complete, instead of a separate teaching unit in the textbook, which can help students to absorb systematic knowledge. Students have multiple channels to access various mobile Internet platforms. Our students are changing. They are more capable to accept new things from society and are willing to try new things. To sum up, teachers need to change the traditional teaching concept, develop online and offline blended teaching, and share the benefits brought by the development of science and technology.

2. Problems in English Teaching in the Middle School

The general high school English curriculum emphasizes the comprehensive training of students' language ability, learning ability, thinking quality and cultural awareness. It has the characteristics of instrumentality and humanity. The basic idea of the new curriculum standard is to develop the core literacy of the English subject and fostering morality and cultivating talents is the fundamental task. To meet the needs of students' individual development, the concept of time English learning activities, and strive to improve students' pragmatic ability. Improve the English curriculum evaluation system and promote the effective formation of core literacy. Attach importance to the application of modern information technology and enrich the learning resources of English courses.

2.1 Teaching Methods and Teaching Concepts Are Backward

High school English learning is different from compulsory education. Student face tremendous pressure from the college entrance examination. Many teachers are not try new teaching methods that affect students' learning progress. Therefore, most of the current English teaching is still relatively traditional. The teachers' words have ignored the subjectivity of students.

2.2 Single Evaluation Method

The evaluation methods in elementary and middle schools are basically through tests and the results of the bureau to determine whether the students at this stage have mastered the corresponding knowledge points, but there are many factors that affect the results of the exams. Wiener's attribution theory summarizes the reasons for the success or failure of people's behavior into the following six aspects: ability, effort, task difficulty, luck, physical and mental conditions, and the external environment. He classified these six factors into three dimensions, namely internal and external attribution, stable and unstable attribution, controllable and uncontrollable attribution. In the teaching process, we always find that some students usually take classes very seriously, and also actively complete all kinds of homework assigned by the teacher on time. However, each time the test is taken, the performance of the students is often unsatisfactory, and the single evaluation method has seriously affected student motivation. In addition to completing the usual teaching tasks, they also need to prepare lessons after class and continuously improve their professional skills. It is difficult to ensure effective feedback on students' learning. To deal with this problem, teachers can use a variety of evaluation methods, such as student self-evaluation, peer evaluation and teacher-student mutual evaluation. When completing a phase of learning tasks, teachers can arrange students to self-evaluate and express it in written form. Students know themselves best, and through their reflection, they can improve their shortcomings. Peer review makes it easier to find each other's shortcomings. Most students spend time with their peers at school. Students get along with each other day and night to better understand each others character. Teachers and students evaluate each other and learn how to tell their own ideas to help teachers improve teaching methods and strategies. For example, when studying attributive clauses, many students may have doubts about which relational pronouns and adverbs to choose. At this time, students can first reflect on their own. Is it because they do not have enough basic knowledge or are not careful during the learning process? Or think that there is a problem with the teacher's teaching style. Teachers adjust teaching methods in a timely manner based on feedback from classmates. Whether deductive or inductive methods are used in the grammar teaching process, and what methods are needed to help students understand these difficulties and improve teaching strategies.

3. Construction of Blended English Teaching Model in Middle Schools

Establishing an ideal environment for English teaching through the Internet and information technology. Using a blended teaching model can reform the traditional single teaching mode and improve learning efficiency.

3.1 Establishing the Teaching Concept of Taking Students as the Main Body

Students have a dominant position in the teaching process, and mobilizing student learning initiative is a major factor in teacher teaching. The rapid development of information technology has provided students with great convenience and can access the latest information through any mobile platform. The key to a class is to mobilize students' learning enthusiasm and initiative. In blended teaching, online teaching can break the constraints of time and space. Teachers can guide students to use Internet resources, actively search for relevant knowledge before class, and teachers can also post some preliminary tasks for students to let them have a clear understanding about the lesson. Take PEP eight grade as an example Unit 6 The old man tried to move the mountain. The content of this unit is mainly about Yugong moving the mountain. The four pictures shown in section A of this unit are about Houyi shooting day, Sun Wukong's troubled sky palace, N-Wa making up the sky and Yugong moving the mountain. When telling this part of the content, teachers can make full use of the advantages of online teaching and use short English videos to tell students Chinese stories in English. Online teaching has greatly enriched the learning content of students. Knowledge is no longer simply printed on textbooks. Knowledge is dynamic. With online teaching, teachers can flexibly present their knowledge to students. In offline teaching, teachers need to supplement and explain the deficiencies of students, and teachers can get timely feedback in offline teaching.

3.2 Improve teachers' Teaching Ability

The effect of the blended teaching model depends to a large extent on the teacher's teaching ability and preparation before the lesson. As we all know, the teacher is the leader in the teaching process, and teacher need to maintain the normal order of the classroom. Blended teaching poses new challenges for teachers, so what skills do teachers need for blended teaching? According to the research report released by iNACOL, the abilities of teachers engaged in blended teaching are divided into four dimensions, and further detailed into 12 specific abilities.

Mindsets: New vision for teaching and learning; Orientation toward change and improvement.

Qualities: Grit; transparency; collaboration.

Adaptive Skills: reflection; continuous improvement and innovation; communication.

Technical Skills: data practices; instructional strategies; management of blended learning experience; instructional tools.

Many materials show that teachers lack the ability to carry out blended teaching. In traditional teaching, teaching materials are the only carrier of teaching. In blended teaching, teachers need to make full use of the Internet platform to carry out online education and need to capture students learning motivation. The enthusiasm for learning, ppt used in class, audio and video, etc. are all challenges for teachers. Teachers need to spend a lot of time to prepare ppt before class, and they need to keep practicing to prevent emergencies in the classroom.

4. Conclusion

The Internet has brought new development opportunities for English blended teaching. The application of blended teaching in the teaching process requires the joint efforts of teachers and students. Teachers need to continuously improve their professional knowledge and master modern education technology to better serve teaching. In the process of learning, students need to cultivate their self-learning ability to lay a solid foundation for English learning.

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